



#### LEAST CHIPMUNK

The chipmunk is suggestive of a quick ethereal spirit as he appears and vanishes before you can credit your senses.

PHOTO BY CY HAMPSON

the **ATA**  
magazine

SEPTEMBER 1961

Sargent Pressed Hexagon Crayons #5208

## versatility\*

Whether you use Sargent Pressed Hexagon Crayons #5208 • Pastels • Artists Colors • Chalks • Poster Colors • Powder Paints or Modeling Clays, you will find a complete range of Sargent School Art Materials available for every classroom need. They are and have been *without equal* in the classroom for many years.

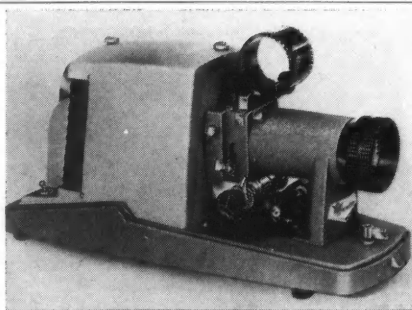


SARGENT COLORS, LTD. • Sales Office — Frank Arnott & Co.  
32B Howden Road, Scarborough, Ontario

## THE VIEWLEX V 500

The finest in Filmstrip Slide  
Projectors

- Brightest Screen Image
- Coolest Running
- Easiest Filmstrip Handling
- Push Button Changer Available
- Built in Pointer to Magnify Small Portions
- Zoom Lens Available—One Projector—  
One Lens for all Screen Sizes & Classrooms



Write for your copy of  
McBain's New 1962 Audio  
Visual Catalogue

**McBAIN CAMERA SPECIALTY LTD.**

10247 Jasper Ave., Edmonton, Alta.

*for a refreshing change, throughout  
the year, use... THE CANADIAN RED CROSS*

# JUNIOR

**Only General Magazine  
Published for Children  
in Canada**

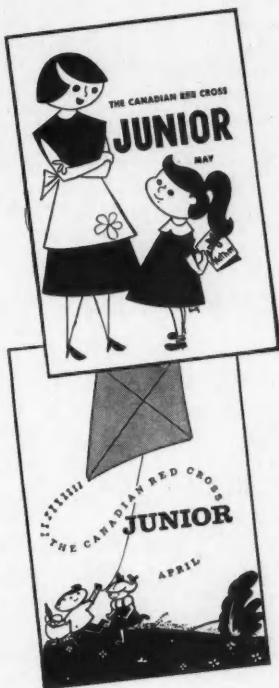
**Special Edition for You  
— with Teacher's Guide**

Here is an excellent teaching aid published by the Canadian Red Cross Society as a service to the children and teachers of Canada!

A unique magazine written in lively, informative manner for school children. Editorial content includes bright stories, puzzles, problems, games . . . interesting articles on nature study, health, safety, etc. A treasury of ideas . . . with a teacher's guide included!

Why not order copies for your whole class? It will provide a refreshing highlight in the curriculum. (Many children buy individual subscriptions themselves.)

Canadian Red Cross Junior magazine is published monthly from September to May . . . runs around 40 pages . . . and is available at 10¢ a copy, or by subscription at 75¢ per year or \$2.00 for three years from the Canadian Red Cross Society, 95 Wellesley St. E., Toronto, 5.



This advertisement published in the interest of better education by W. J. Gage Limited, Scarborough, Ontario



## THE MONTH'S COVER STORY

The least chipmunk is a bright, gay, frolicsome fellow who finds each succeeding moment the best yet. Perhaps he holds forth a good example to teachers as they enter upon a new term! For more on the least chipmunk and about our cover picture series for 1961-62, see the editorial page and photographer Cy Hampson's story on Page 33.

**E**ducational  
**P**ress  
**A**ssociation  
**O**f  
**A**merica



## THE ATA MAGAZINE

F. J. C. SEYMOUR, Editor

S. C. T. CLARKE

J. D. McFETRIDGE

Associate Editors

MARIAN ALLISON, Editorial Assistant

The **ATA Magazine** is the official organ of The Alberta Teachers' Association. It is published on the tenth of each month, except July and August. Publication and editorial office, Barnett House, 9929 - 103 Street, Edmonton, Alberta.

Authorized as second class mail by the Post Office Department, Ottawa. Return postage guaranteed. Subscriptions, per year: members \$2.25, others \$2.75, single copy 35¢.

Member of the Educational Press of America. Affiliated with the Canadian Teachers' Federation. Manuscripts, photographs, and drawings on educational subjects are invited, but the publisher assumes no responsibility for return or compensation. Opinions of writers are not necessarily those of The Alberta Teachers' Association. All correspondence should be addressed to the editor.

Notice of change of address, stating both old and new addresses, should reach the editor at least one month before publication date.

## EXECUTIVE COUNCIL

### Executive Officers

<b>J. A. McDonald</b> 468 McCutcheon Drive, Medicine Hat	President
<b>H. C. McCall</b> Box 479, Stony Plain	Vice-President
<b>A. D. G. Yates</b> 14420 - 110A Avenue, Edmonton	Past President
<b>S. C. T. Clarke</b> Barnett House, Edmonton	Executive Secretary

### District Representatives

<b>Lucy I. M. Milne</b> 439 - 8 Street S.W., Medicine Hat	Southeastern Alberta
<b>T. F. Rieger</b> Picture Butte	Southwestern Alberta
<b>Elizabeth W. Duff</b> 4203 - 2 Street N.W., Calgary	Calgary City
<b>Edison F. Bardock</b> Box 219, Trochu	Calgary District
<b>M. W. McDonnell</b> Box 423, Camrose	Central Eastern Alberta
<b>D. A. Prescott</b> 4601 - 48 Avenue, Red Deer	Central Western Alberta
<b>L. Jean Scott</b> 9903 - 105 Street, Edmonton	Edmonton City
<b>William Moysa</b> Box 217, Calmar	Edmonton District
<b>Frank Shymko</b> Box 160, Myrnam	Northeastern Alberta
<b>E. J. L. Guertin</b> Fairview	Northwestern Alberta

### Staff Officers

<b>S. C. T. Clarke</b>	Executive Secretary
<b>F. J. C. Seymour</b>	Assistant Executive Secretary
<b>H. A. Doherty</b>	Executive Assistant
<b>W. Roy Eyres</b>	Executive Assistant
<b>E. J. Ingram</b>	Executive Assistant
<b>J. D. McFetridge</b>	Executive Assistant
<b>M. T. Shinto</b>	Executive Assistant





VOL. 42 No. 1 SEPTEMBER, 1961

### ***Features***

- 6 Evaluation of Years of Teacher Education  
*Dr. S. C. T. Clarke*
- 10 1961 Fall Conventions
- 25 Membership in your Professional Association
- 34 Does Our Code of Ethics Need Revision? *J. D. McFetridge*
- 44 Old-Fashioned Remedy *Donald R. MacDonald*

### ***Departments***

- 4 Editorial *A Manageable Assignment*
- 40 Official Bulletin
- 48 The ATA News Beat *Activities of the Summer*
- 52 Our Library *Reading, Civics, History*
- 53 Our Readers Write  
*Extracurricular Activities, Leave of Absence*
- 55 The Secretary Reports *Educational Research*

### ***Announcements***

- 40 Conference of Council on School Administration
- 42 Progress Report—New Barnett House
- 46 Electoral Ballots, 1961

## Something New

We hope that you will like our new cover series as much as you liked the bird covers of last year. Our ten cover pictures for 1961-62 feature color photographs of some of the smaller wild animals of Alberta. Sets of our cover pictures with accompanying explanatory notes are being prepared and will be available on order later in the year. We will welcome your comment and criticism.

This September issue introduces a new body type. The ordinary reader may not notice any great difference unless he places one of the issues of last year beside this issue. Technically speaking, we have changed from eight on ten point Corona to ten on eleven point Times Roman. We have been told that our new type face will be easier to read and will harmonize better with the Bodoni face which we feature in our titles and department heads.

## A Manageable Assignment

Every teacher has the right to expect a manageable load. Unfortunately, some teachers are expected to do so much that they cannot do any part of their cluster of assignments well. For this unhappy situation, teachers themselves, as well as principals and superintendents, are to blame because they accept such responsibilities without protest.

It is high time that teachers remind themselves, their principals, superintendents, and the public that the sole reason for their existence in the classroom is to teach pupils. Everything else in the constellation of duties which have been foisted off on the classroom teacher pales by comparison. When such matters as testing and record-keeping begin to become ends in themselves, when teachers are expected

to become collectors of premiums for pupil insurance, to direct and supervise so-called extracurricular activities during and outside of school hours, then it's time for teachers to call a halt and to remind themselves and others that a teacher's primary responsibility is to the pupils in his charge during the school day.

It is high time that teachers begin to take the attitude that, with adequate preparation and competence, they are in the best position to know the problems of their pupils and to decide on the best way to deal with such problems. Except in rare instances, the teacher's decision ought to be final. All too often the creative ability of teachers is stifled and their dignity and professional status shaken by supervisors who want to tell teachers how to teach. The fundamental responsibility of administration and supervision is to provide the teacher with the freedom to teach and conditions which will make possible the best professional performance.

## Length of the School Day

Already some school boards have moved to increase the length of the school day in high school, and on the surface such action seems to be in accord with recommendations of the Cameron Commission. It is, however, important to remember that the Commission recommended that the extra time be used for supervised study, library and a good deal of the present homework. For our part, we believe that school boards and their professional advisers would do well to take a hard look at such matters as pupil-teacher ratio, interruptions in class time, and school organization including programs of extracurricular activities. Teachers know better than anyone else that the addition of extra time to the school day is not in itself going to guarantee better educational results.

*Here is a carefully prepared article explaining how teachers' university education is evaluated in Alberta. The article was submitted in advance to members of the Evaluations Committee and to all members of the Executive Council of the Association.*

**T**EACHERS in Alberta, as is common in all Canadian provinces and indeed throughout the United States, are paid according to years of teacher education and years of experience. Each teacher has a stake in this matter, but so does the employing school board, the Department of Education (since the new educational plan distributes funds on the basis of years of teacher education), and the University of Alberta. For this reason, years of teacher education must be evaluated by some individual or group. The question then arises: who shall do this important work?

A first criterion for any group or body which evaluates years of teacher education is that it be impartial. It must command the respect and have the confidence of teachers, school boards, and the Department of Education. If, for example, the individual teacher presented his own evaluation, it might well be suspected by his colleagues, his employing school board, and by the university. Different interpretations of the number of years of teacher education would inevitably occur. This leads us to the second criterion for any group or body which evaluates years of teacher education. It must have access to special knowledge. This is the kind of special information used daily by a university registrar: knowledge of course equivalents, of the standing of educational institutions in many different parts of the world, and of the nature and content of the programs they offer. A

## of Years

group or body which is impartial and which possesses this special knowledge, should command the respect and confidence of teachers, trustees, and the Department of Education.

Real difficulty in evaluating years of teacher education does not exist for the approximately 80 percent of Alberta teachers who received all, or the major portion, of their teacher education in the province. One important group which presents difficult problems of evaluation is the 687 teachers who in 1959-60 immigrated to Alberta. Of the 511 who were granted certificates rather than letters of authority, 372 came from other Canadian provinces, 82 from Great Britain, 29 from the United States, and 28 from other countries. A second group which presents difficulty in evaluations is composed of teachers who take part of their teacher education outside Alberta. The third group is composed of persons who transfer to teaching from other walks of life.

### Procedures for evaluation

Policy resolution 15.01, section 1(b), states that in negotiating salary agreements the Association shall endeavor to base professional pay on "allowance for professional education based on partial and completed years, evaluation of such professional educa-

# Evaluation of Teacher Education

tion to be carried out by the University of Alberta". Most, but not all, of the collective agreements in the province require evaluation as done by the university. The framework for such evaluations is set forth in a document "Appendix to Salary Schedules" which is approved by the Department of Education, the Faculty of Education of the University of Alberta, the Alberta School Trustees' Association, and The Alberta Teachers' Association. This Appendix was printed in the March, 1961 issue of *The ATA Magazine* (pages 56 to 58).

A teacher who wishes to obtain an evaluation of years of teacher education should send a transcript of his preparation, along with a \$2 fee for the evaluation, to the Secretary, Evaluations Committee, Office of the Registrar, University of Alberta, Edmonton. If the transcript and teacher education originated outside of Alberta, but in Canada, an additional vise fee of \$5 is required, and if outside of Canada, a vise fee of \$10. The secretary of the Evaluations Committee will forward the evaluation as soon as possible. The volume of applications may cause delays during the months of September, October and November. If the teacher, after studying the "Appendix to Salary Schedules", is of the opinion that his evaluation is incorrect, a request for a

re-evaluation can be made to the evaluations secretary. The response to this request will indicate the basis on which the evaluation was made. If the teacher is still dissatisfied, an appeal can be made to the Evaluations Committee. This committee consists of the dean and the assistant to the dean of the Faculty of Education, the registrar of the University of Alberta, the president and executive secretary of The Alberta Teachers' Association, and the admissions registrar of the University of Alberta. The appeal should be directed to the ATA executive secretary, who will present the teacher's basis of appeal, if the teacher does not choose to present it in person, and who will transmit the results of the appeal to the teacher.

## Three basic principles

- Teacher education is the responsibility of the provincial government.

The provincial government, by *The University Act*, and by the "Memorandum of Agreement with the University of Alberta (1945)" has delegated this responsibility to the university. A board which represents many groups concerned with teacher education, and on which The Alberta Teachers' Association has three members, advises the president of the University of Alberta on teacher education and the Minister

of Education on certification. This is the Board of Teacher Education and Certification.

The implication of this principle is that the university cannot and must not hand over control of teacher education to any other body or group. Evaluations of teacher education, which in effect determine the nature and content of what is recognized as a proper preparation for teaching, must therefore reside with the university. The alternative is that whatever other group or body makes evaluations is in effect determining the nature and content of teacher education for individuals who are teaching in Alberta.

Teacher education is by no means uniform, nor are its ingredients universally recognized and accepted. What is adequate preparation in Alabama, may not be recognized as adequate in Alberta. For this reason, at the present time, the province, through its "chosen instrument", must retain control over the content of teacher education.

■ Years of teacher education for salary purposes should be years of teacher education for advanced standing on University of Alberta teacher education programs.

A teacher who has obtained teacher education elsewhere, or who has received part elsewhere, or a person who is transferring to teaching from some other walk of life, must have his preparation equated with what is known and accepted (and used for 80 percent of the teachers) in Alberta. The University of Alberta will undertake to equate preparation obtained elsewhere in terms of the advanced standing it would be prepared to grant if the teacher enrolled at the university. So long as this evaluation is done impartially, and is based on the special knowledge possessed by university registrars, then justice and equity pre-

vail. If the teacher whose preparation is being evaluated obtains too much, then an injustice is done to Alberta teachers who, in fact, have spent more time and effort to secure the same result. If the teacher obtains too little, the teacher has been unjustly treated.

■ The university will evaluate only in terms of advanced standing in teacher education programs accepted in Alberta.

Obviously, the University of Alberta is rendering a real and valuable service to the whole of education in the province by doing evaluations. Naturally, the university reserves the right to perform these evaluations on its own terms. It could even refuse to evaluate at all, although this would be a grievous loss since only the university possesses both the impartiality and special knowledge to do the job.

### **Bases for Evaluation**

Each transcript submitted to the secretary of the Evaluations Committee is evaluated individually. However, there are certain classes or groups which are described below, with the corresponding evaluation.

■ Teachers from Britain, New Zealand, Holland, and Australia.

Such teachers, who obtained two years of teacher education in their home country, receive evaluations according to their matriculation standing. As a preamble, it should be recalled that in Alberta, the second year elementary route transfer course contains six university courses, while the second year secondary route transfer course contains seven. If the teacher has matriculation (normally five credits—not passes—at ordinary level GCE plus two credits at advanced level, or five credits on the school leaving certificate plus two credits on the higher school leaving certificate), then the evaluation is one basic year plus two

education options and two arts and science options toward the second year. If the teacher elects the elementary route, the evaluation is 1 4/6 years, if the teacher elects the secondary route the evaluation is 1 4/7 years.

If the teacher lacks matriculation because of lacking the two credits at advanced level or two credits on the higher school leaving certificate, the evaluation is normally one basic year plus two courses on the second year, and is 1 2/6 years and 1 2/7 years for elementary and secondary routes, respectively. It should be noted that a teacher lacking matriculation as here described would receive no university standing in his home country or in any other Commonwealth country for the two years of teacher education he had taken lacking matriculation.

If the teacher lacks, say, one "credit" standing, then he may be asked to write the corresponding Grade XII subject.

If the teacher presents three years of teacher education taken outside of a British university (as can happen from Scotland or England) based on matriculation, the evaluation is two years of training. The reader is reminded that such three years of training is taken in an institution which does not have university standing. If the teacher does not hold matriculation, courses are deducted pro rata to make up matriculation.

If the teacher has taken a three-year specialized course in music, art, physical education, or the like, the evaluation grants credit only in a major, plus credit in as much professional education as has been covered in the program. Usually the evaluation is a little less than two years. It should be borne in mind that teacher education in Alberta is based on the principle of "general certification before special certification".

#### ■ Teachers from the United States.

Such teachers may lack matriculation in our terms, and in general enter college based on junior matriculation. Hence, in general, four years beyond Grade XI is equated to our three years beyond Grade XII, and the usual evaluation of a four-year degree from the United States is three years. The typical US high school covers Grades IX - XII, and in these years to have the equivalent of our matriculation the US student must have four years of English, four years of social studies, two years of mathematics (algebra or geometry), two years of physics or chemistry, two years of a foreign language, and two years of biology or a second foreign language. In fact, such a high school course is seldom presented by a teacher coming in from the United States. In general, he presents only one Grade XII subject in our sense, and that is English. Hence, the credits in the degree must make up for the other five subjects in our matriculation. Real difficulty arises when the degree is composed almost entirely of one or two specialties such as art and physical education. In terms of our general certification, it may fail even to provide matriculation standard. Such degrees will be evaluated course by course but will certainly not receive the equivalent of our three years.

#### ■ Teachers with one basic year of teacher education.

Teachers educated in Alberta who took the junior elementary course, or the former normal school, or teachers coming in from outside, may present this one basic year. Again, it must be recalled that the second year of the elementary program transfer course has six courses, while the second year of the secondary program has seven. Evaluations grant teachers with one

*(Continued on Page 24)*



# 1961 Fall

**Dr. C. C. Anderson**, associate professor of education (educational psychology), University of Alberta, will be the guest speaker at the Hanna Convention.

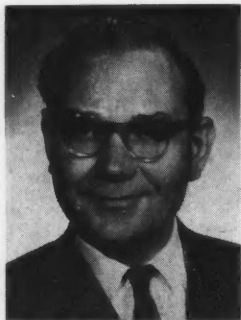
Dr. Anderson, whose particular interests are in research and adolescent psychology, is a graduate of the University of Glasgow and completed his doctoral studies in Cambridge. Dr. Anderson joined the University of Alberta staff in 1957. Before coming to Canada, he taught in high schools and a secondary modern school and lectured in psychology at the University of Glasgow. He is author of many published articles on research. In the spring of 1959, he spent three months on a Carnegie grant visiting teacher education and educational research centres in universities of the western United States.

**Dr. J. H. M. Andrews** will address teachers of the Red Deer and Camrose Conventions.

Dr. Andrews is professor of education (educational administration) at the University of Alberta and holds his M.A. degree from the University of British Columbia and his Ph.D. from the University of Chicago. His field of specialization is supervision and he will be known to many Alberta teachers and principals as director of the Leadership Course for School Principals in 1958, 1959 and 1960. Before he came to the University of Alberta in 1957, Dr. Andrews was a staff associate in the Midwest Administration Centre at the University of Chicago while he completed the requirements for his doctorate. Previously he had several years of experience as teacher and principal in British Columbia.

**Dr. P. F. Borgen**, who is superintendent of the West Jasper Place School District, will be the guest speaker at the Calgary District Convention.

Born in Europe, he received his



C. C. ANDERSON



J. H. M. ANDREWS



P. F. BARGEN



# 1 Conventions

*Fifteen teachers' conventions are being held during October and November. The Alberta Teachers' Association provides an outstanding educationist as guest speaker. The Faculty of Education and the Department of Education cooperate by sending a representative to each convention. Some conventions invite other outstanding speakers.*

schooling in Manitoba, and taught for a year in that province before joining the Canadian Army in 1943. After discharge he enrolled in the University of British Columbia and graduated with his B.A. in history in 1948. Since 1948, Dr. Bargaen has been alternately studying or working in the field of education. The winner of several scholarships, he obtained his M.A. degree in 1953, and in 1959, his Ph.D. in educational administration from the University of Alberta. He taught in a private school in Coaldale, served for a short time as principal and as assistant superintendent in the Edson School Division, and was appointed to his present position in September, 1959.

**Miss Jean Dey** will be guest speaker at the Grande Prairie - Spirit River and North Peace Conventions.

Miss Dey is a native Albertan born at New Lunnion. She attended the Edmonton Normal School and later the University of Alberta, graduating with a B.Ed. degree in 1953 and securing her M.Ed. in 1960. In 1956-57, she studied child development and pre-school education on an Imperial Relations Trust Fellowship at the University of London (England). Miss Dey taught for a number of years prior to her appointment to the University of Alberta staff in 1957 as assistant professor. She was promoted to associate professor in 1959. She is co-



JEAN DEY



S. A. EARL



J. B. KIRKPATRICK



JOHN MACDONALD



HOLLIS A. MOORE



ROBERT B. MOORE

author of *Numbers Tell Their Story* and is at present working on a reading series for Grades I to VI.

**S. Aubrey Earl**, associate professor of education and supervisor of student teaching at the University of Alberta, will address teachers of the St. Paul-Bonnyville Convention.

Mr. Earl was born and educated in the southern part of Alberta. His teacher training was taken at Calgary Normal School and he received his B.A. degree from the University of Utah and his M.A. from Montana State University. Following a teaching career in southern Alberta which included service as principal at Barnwell, Glenwood and Taber, Mr. Earl accepted appointment as a superintendent of schools and served in Acadia and Taber School Divisions. He was later employed as coordinator of teacher education in the Department of Education. He accepted his present position with the University of Alberta in 1959.

**Dr. J. B. Kirkpatrick** will be the Association guest speaker at the Fourth Edmonton District Convention. Dr.

Kirkpatrick is dean of the College of Education, University of Saskatchewan, a position he has held since 1956.

Dr. Kirkpatrick holds B.A., B.Ed. and M.Ed. degrees from the University of Saskatchewan and obtained his Ed.D. (in physical education) from Teachers College, Columbia in 1944. His teaching experience of about 11 years includes periods as a high school teacher in Melfort and in Saskatoon and as physical education instructor at Edmonton Normal School. For two years he was a physical training and drill officer in the RCAF and following discharge in 1944, was director of physical training and recreation for the Department of Education of Saskatchewan. He is co-author of *Physical Fitness* published in 1944. From 1948 until 1956, he was director of the McGill School of Physical Education. Dr. Kirkpatrick's service on education boards and committees is extensive. He attended the Canadian Conference on Education in 1958 and is a member of the Saskatchewan provincial executive of that body.

**Dr. John Macdonald**, assistant professor (educational psychology), University of Alberta, will be the guest

speaker at the First Edmonton District Convention. This is the third occasion on which he has acted as Association guest speaker; in February, 1960, he addressed the teachers of Calgary and Edmonton cities and in the fall of 1960, teachers of conventions in south-eastern and central eastern Alberta.

Dr. Macdonald was born and educated in Scotland. He obtained his M.A. in history from the University of Edinburgh and the degrees of B.Ed. and Ph.D. from the University of Glasgow. He has taught in Scottish primary and secondary schools and technical schools and has also done work in adult education. During World War II he served with British Army Intelligence Forces in the Middle and Far East. Dr. Macdonald joined the staff of the University of Alberta in 1958.

**Dr. Hollis A. Moore**, the guest speaker at this year's Third Edmonton District and Vermilion Conventions, is the dean of the College of Education, University of Arizona, Tucson. Formerly executive secretary of the Committee for the Advancement of School Administration, American Association of School Administrators, Dr. Moore

was in Alberta in 1958 and 1959 as an Association guest speaker.

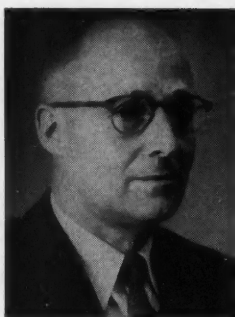
Dr. Moore attended Baylor University, Brown University, and the University of Texas, receiving his doctoral degree in 1953. He has taught social studies in both junior and senior high schools and has lectured in school administration at Northwestern, Virginia, Denver, and Stanford Universities, and Arizona State College. He is the author of *Studies in School Administration* and also served as associate editor of *The Nation's Schools*.

**Dr. Robert B. Moore** will address the teachers of the Southwestern Alberta Convention. Dr. Moore is dean of instruction, Orange Coast College, Costa Mesa, California.

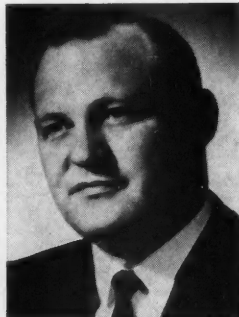
He holds B.A. and M.A. degrees, and his Ed.D. in educational administration from Stanford University. Dr. Moore has had experience as a classroom teacher and counsellor, as a coordinator, and as administrative assistant in selection and training programs for administrators. Immediately prior to accepting his present position, he was associate director of the National Association of Secondary School



G. L. MOWAT



W. PILKINGTON



W. H. WORTH

Principals' Staff Utilization Commission. Dr. Moore is author of a number of articles dealing with staff utilization, including the use of variable schedules and of new mechanical and electronic aids to teaching. He is a member of a number of US educational bodies, including the California Teachers Association, the National Education Association and the American Association of School Administrators.

**Dr. G. L. Mowat**, professor of education (educational administration), University of Alberta, will be the Association guest speaker at the Second Edmonton District Convention.

Dr. Mowat holds a B.Sc. degree in industrial arts from Brigham Young University and M.A. and Ed.D. degrees from Stanford. He taught in schools in the southern part of the province for six years prior to his enlistment in the RCAF in 1942, and following discharge in 1945, he was principal for a year at Barnwell. He was employed by the Department of Education in 1947 as superintendent of schools, became an inspector of high schools in 1950, and was later assigned as assistant director of school administration. Dr. Mowat joined the University of Alberta staff in 1957 and has been working chiefly with graduate students and specializing in school finance. Teachers will recall him as the vice-chairman of the Royal Commission on Education in Alberta.

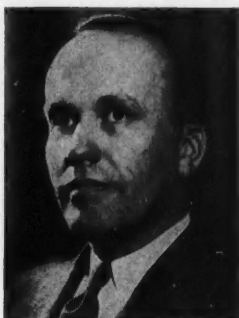
**W. Pilkington** of the University of Alberta will address teachers at the Southeastern Alberta Convention as Association guest speaker.

Mr. Pilkington holds B.A. and M.A. degrees from the University of Alberta

and has pursued graduate studies at the University of Minnesota. Following service with the intelligence forces of the RCAF in World War II, Mr. Pilkington taught in Garneau and University high schools and served for a year as an elementary principal in Edmonton before he joined the staff of the University of Alberta in 1953. He is associate professor of education (secondary education) and assistant to the dean of the Faculty of Education. He has particular responsibilities in an administrative capacity with special attention to the program planning and guidance of students in the faculty. His major teaching interest is English in which he also conducts classes.

**Dr. W. H. Worth**, the guest speaker at the Castor-Neutral Hills Convention, is chairman of the division of elementary education, Faculty of Education, University of Alberta.

Dr. Worth received his elementary and high school education in Alberta and graduated from the University of Alberta with his M.Ed. degree. He received his Ed.D. from the University of Illinois in 1959. He taught in the Edmonton Public School system for a number of years before he was appointed as superintendent of schools, serving in Acadia, Neutral Hills, and Clover Bar School Divisions. In 1955, he joined the staff of the University of Alberta. Prior to his leave of absence to attend the University of Illinois, Dr. Worth was director of the Leadership Course for School Principals. He was Association guest speaker at the Bonnyville Convention in 1959, and at the Calgary District Convention in 1960, and has also been a consultant at the ATA Banff Conference.



**A. O. AALBORG**  
Second Edmonton District



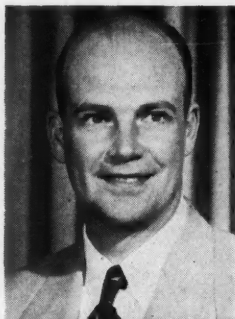
**A. A. ALDRIDGE**  
Grande Prairie - Spirit  
River



**T. C. BYRNE**  
Hanna, Castor - Neutral  
Hills, and Calgary District



**R. E. BYRON**  
Fourth Edmonton District



**D. R. CAMERON**  
St. Paul - Bonnyville



**J. W. CHALMERS**  
Camrose



**O. MASSING**  
Vermilion



**C. G. MERKLEY**  
Southeastern Alberta

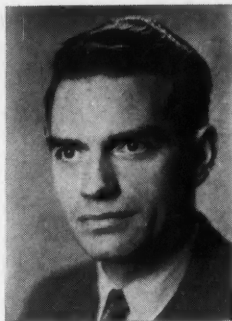
*Department  
of Education  
Fall Convention  
Representatives*



N. M. PURVIS  
Southwestern Alberta



R. E. REES  
Third Edmonton District

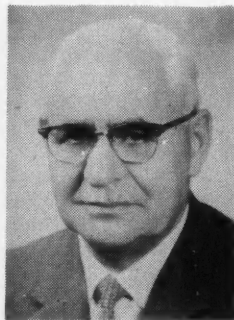


J. I. SHEPPY  
First Edmonton District

*Department  
of Education  
Fall Convention  
Representatives*



W. H. SWIFT  
North Peace



M. L. WATTS  
Red Deer Area

**Second Edmonton District  
October 5 and 6 at The Macdonald**



M. UKRAINETZ

*Locals*—Barrhead, Lac Ste. Anne, Stony Plain, and Westlock.

*Officers*—E. W. Ratsoy, 15213 - 84 Avenue, Edmonton; M. Ukrainetz, Westlock.

*Visiting speakers*—Dr. G. L. Mowat, Association guest speaker; Hon. A. O. Aalborg, Department of Education; Dr. Seymour Trieger, Faculty of Education; William Moysa and J. D. McFetridge, Alberta Teachers' Association.

*Superintendents*—F. Hannochko, W. Hryciuk, E. G. McDonald, and C. M. Ward.

*High school inspector*—E. D. Hodgson.

*Theme*—"Motivation"; general and group sessions.

## **Southwestern Alberta October 5 and 6 at Lethbridge**

*Locals*—Crow's Nest Pass, Lethbridge City, Lethbridge District, Macleod, Pincher Creek, St. Mary's River, Taber, and Warner.

*Officers*—A. D. Selinger, Taber, president; George Watson, 1409 - 9 Avenue South, Lethbridge, secretary.

*Visiting speakers*—Dr. Robert B. Moore, Association guest speaker; N. M. Purvis, Department of Education; Dr. Willard Gandy, Faculty of Education; T. F. Rieger and W. Roy Eyres, Alberta Teachers' Association.

*Superintendents*—L. H. Bussard, R. A. Kimmitt, A. E. Kunst, W. S. Lencucha, Grant Matkin, O. L. Matson, M. D. McEachern, E. C. Miller, and L. D. Stewart.

*High school inspector*—L. G. Hall.

*Program*—General and group sessions.

*Entertainment*—Banquet.



A. D. SELINGER



GEORGE WATSON

## **Red Deer Area October 10 and 11 at Lindsay Thurber Composite High School, Red Deer**

*Locals*—Lacombe, Ponoka, Red Deer City, Red Deer District, Rocky Mountain House, and Stettler.

*Officers*—T. H. Murray, 4537 Moore Crescent, Red Deer, president; H. B. Rogers, 5528 - 45 Avenue, Red Deer, secretary.

*Visiting speakers*—Dr. J. H. M. Andrews, Association guest speaker; M. L. Watts, Department of Education; Dr. L. W. Downey, Faculty of Education; D. A. Prescott, J. D. McFetridge and M. T. Sillito, Alberta Teachers' Association.

*Superintendents*—T. K. Creighton, G. H. Dawe, H. J. Hall, H. I. Hastings, H. R. Ross, and A. L. Schrag.

*High school inspector*—E. H. Bliss.

*Theme*—"Education for Tomorrow"; general and group sessions.

*Entertainment*—Banquet and dance.



H. B. ROGERS

## **Grande Prairie-Spirit River October 10 and 11 at Grande Prairie**

*Locals*—Grande Prairie and Spirit River.

*Secretary*—W. S. Warren, Grande Prairie.





W. S. WARREN

*Visiting speakers*—Miss Jean Dey, Association guest speaker; A. A. Aldridge, Department of Education; L. L. Wilson, Faculty of Education; E. J. L. Guertin and F. J. C. Seymour, Alberta Teachers' Association.  
*Superintendents*—H. C. Rhodes, F. M. Riddle, H. Toews and R. M. Ward.

*High school inspector*—N. J. Andruski.

*Theme*—"Professionalism"; general and group sessions.

*Entertainment*—Banquet and dance.

## **North Peace**

### **October 12 and 13 at Peace River**

*Locals*—Fairview, Fort Vermilion, High Prairie and Peace River.

*Officers*—Douglas Sherris, Dixonville, president; R. K. Seward, Peace River, secretary.

*Visiting speakers*—Miss Jean Dey, Association guest speaker; Dr. W. H. Swift, Department of Education; L. L. Wilson, Faculty of Education; E. J. L. Guertin and F. J. C. Seymour, Alberta Teachers' Association.

*Superintendents*—O. Fadum, T. E. Giles, W. D. McGrath, and R. M. Ward.

*High school inspector*—N. J. Andruski.

*Program*—General and group sessions.

*Entertainment*—Banquet.

## **Camrose**

### **October 12 and 13 at Camrose**

*Locals*—Camrose, Killam and Provost.

*Officers*—L. Denfield, Hughenden, president; C. McCleary, Camrose, secretary.

*Visiting speakers*—Dr. J. H. M. Andrews, Association guest speaker; Dr. J. W. Chalmers, Department of Education; Dr. M. L. Van Vliet, Faculty of Education; M. W. McDonnell and Dr. S. C. T. Clarke, Alberta Teachers' Association.

*Superintendents*—M. S. Bruce, W. G. Hay, J. R. S. Hambly, and R. F. McCormick.

*High school inspector*—E. H. Bliss.

*Theme*—"Physical Education"; general and group sessions.

*Entertainment*—Banquet and dance.



## *A successful convention*

### **Third Edmonton District October 16 and 17 at The Macdonald**

*Locals*—Clover Bar, Edson and Holden.

*Officers*—Lars Olson, Holden, president; John R. Wright, 11931 - 103 Street, Edmonton, secretary.

*Visiting speakers*—Dr. Hollis A. Moore, Association guest speaker; Dr. R. E. Rees, Department of Education; Dr. E. W. Buxton, Faculty of Education; M. W. McDonnell, William Moysa, and E. J. Ingram, Alberta Teachers' Association.

*Superintendents*—F. B. Facey, A. D. Jardine and H. A. Pike.

*High school inspectors*—E. D. Hodgson and Dr. J. C. Jonason.

*Theme*—"Reversion to Specialization"; general and group sessions.

*Entertainment*—Banquet.



LARS OLSON



JOHN. R. WRIGHT

### **Southeastern Alberta October 16 and 17 at Medicine Hat**

*Locals*—EID, Forty Mile, Medicine Hat City, and Medicine Hat Rural.

*Officers*—Isabel J. Sharp, 235 - 3 Street S.E., Medicine Hat, president; S. W. Spavold, 178 - 10 Street N.E., Medicine Hat, secretary.

*Visiting speakers*—W. Pilkington, Association guest speaker; C. G. Merkley, Department of Education; M. R. Lupul, Faculty of Education; Lucy I. M. Milne and J. D. McFetridge, Alberta Teachers' Association.

*Superintendents*—Dr. E. J. M. Church, Russell Leskiw, O. P. Larson, J. A. McKay, and J. J. Nearing.

*High school inspector*—L. G. Hall.

*Theme*—"Self-evaluation".

*Entertainment*—Banquet and dance.



ISABEL J. SHARP



S. W. SPAVOLD

### **St. Paul-Bonnyville October 19 and 20 at St. Paul**

*Locals*—Bonnyville and St. Paul.

*Officers*—Paul J. Chamberland, St. Paul, president; Cyril J. Gicquel, St. Paul, secretary.

*requires the attendance and active*

*Visiting speakers*—S. A. Earl, Association guest speaker; D. R. Cameron, Department of Education; Miss Evelyn Moore, Faculty of Education; F. Shymko, F. J. C. Seymour and M. T. Sillito, Alberta Teachers' Association.  
*Superintendents*—A. H. Hughes, R. G. Marrinier and J. B. Percevault.

*High school inspector*—R. C. Ohlsen.

*Theme*—"Excellence"; general and workshop sessions.

*Entertainment*—Banquet.

## **Vermilion**

### **October 19 and 20 at Vermilion School of Agriculture**



**F. J. WELSH**

*Locals*—Vegreville, Vermilion and Wainwright.

*Officers*—Louis J. Maiko, Vegreville, president; F. J. Welsh, Vermilion, secretary.

*Visiting speakers*—Dr. Hollis A. Moore, Association guest speaker; O. Massing, Department of Education; Marshall Nay, Faculty of Education; M. W. McDonnell and Dr. S. C. T. Clarke, Alberta Teachers' Association.

*Superintendents*—G. H. Binnington, J. H. Blocksidge and H. Kolesar.

*High school inspector*—Dr. J. C. Jonason.

*Program*—General and group sessions.

*Entertainment*—Banquet and dance.



**J. L. GEORGE**

## **Castor-Neutral Hills**

### **October 19 and 20 at Coronation**

*Locals*—Castor and Neutral Hills.

*Officers*—J. L. George, Consort, president; Howard L. Baker, Coronation, secretary.

*Visiting speakers*—Dr. W. H. Worth, Association guest speaker; Dr. T. C. Byrne, Department of Education; Dr. J. D. Ayers, Faculty of Education; M. W. McDonnell and E. J. Ingram, Alberta Teachers' Association.

*Superintendent*—J. E. Reid.

*High school inspector*—L. W. Kunelius.

*Theme*—"Educational Research"; discussion groups.

*Entertainment*—Banquet.



**HOWARD L. BAKER**

## **participation of all teachers**

### **Hanna**

#### **October 19 and 20 at Hanna High School**

*Locals*—Acadia and Sullivan Lake.

*Secretary*—Marion O. Hamilton, Hanna.

*Visiting speakers*—Dr. C. C. Anderson, Association guest speaker; Dr. T. C. Byrne, Department of Education; S. A. Lindstedt, Faculty of Education; Lucy I. M. Milne and H. A. Doherty, Alberta Teachers' Association.

*Superintendents*—Melvin R. Fenske and R. H. Sabey.

*High school inspector*—L. W. Kunelius.

### **First Edmonton District**

#### **October 23 and 24 at The Macdonald**

*Locals*—Athabasca, Lac la Biche, Lamont, Northland, Smoky Lake, Thorhild, and Two Hills.

*Officers*—D. J. Corse, Athabasca, president; N. A. Melnyk, Andrew, secretary.

*Visiting speakers*—Dr. John Macdonald, Association guest speaker; J. I. Sheppy, Department of Education; Dr. Marion Jenkinson, Faculty of Education; F. Shymko and Dr. S. C. T. Clarke, Alberta Teachers' Association.

*Superintendents*—G. Filipchuk, M. G. Gault, I. Goresky, L. R. Gue, H. A. Kostash, N. Myskiw, and E. A. Torgunrud.

*High school inspectors*—E. D. Hodgson, Dr. J. C. Jonason and R. C. Ohlsen.

*Theme*—"Education in a Changing Society"; general and group sessions.

*Entertainment*—Banquet.

### **Calgary District**

#### **November 2 and 3 at Jubilee Auditorium**

*Locals*—Calgary Rural, Calgary Suburban, Drumheller, Foothills, Mount Rundle, Olds, Three Hills, Turner Valley, Vulcan, and Wheatland.

*Secretary*—H. Gray, Claresholm.

*Visiting speakers*—Dr. P. F. Bergen, Association guest speaker; Dr. T. C. Byrne, Department of Education; Dr. T. G. Finn, Faculty of Education; Edison F. Bar-dock, W. Roy Eyres and E. J. Ingram, Alberta Teachers' Association.



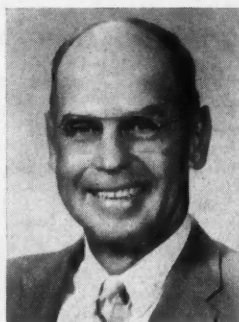
H. GRAY



**R. N. ANDERSON**  
Fourth Edmonton District



**J. D. AYERS**  
Castor - Neutral Hills



**E. W. BUXTON**  
Third Edmonton District



**T. G. FINN**  
Calgary District



**MARION JENKINSON**  
First Edmonton District



**S. A. LINDSTEDT**  
Hanna



**M. R. LUPUL**  
Southeastern Alberta



**EVELYN MOORE**  
St. Paul - Bonnyville

***Faculty  
of Education  
Convention  
Representatives***

*Superintendents*—W. R. Dean, Milton R. Fenske, E. K. Hawkesworth, M. Holman, S. W. Hooper, W. S. Korek, C. M. Laverty, and S. D. Simonson.

*High school inspector*—L. W. Kunelius.

*Program*—General and group sessions.

*Entertainment*—Banquet.

## **Fourth Edmonton District November 9 and 10 at The Macdonald**

*Locals*—Leduc, Sturgeon and Wetaskiwin.

*Officers*—W. A. McGladrie, Wetaskiwin, president; John Woloshyn, Thorsby, secretary.

*Visiting speakers*—Dr. J. B. Kirkpatrick, Association guest speaker; R. E. Byron, Department of Education; R. N. Anderson, Faculty of Education; William Moysa, H. A. Doherty and W. Roy Eyres, Alberta Teachers' Association.

*Superintendents*—E. M. Erickson, R. N. Paton, C. Pyrch, and J. F. Swan.

*High school inspector*—Dr. J. C. Jonason.

*Theme*—"Education in a Changing Society"; general and group sessions.

*Entertainment*—Banquet.



W. A. MCGLADRIE



JOHN WOLOSHYN

Faculty of Education representatives  
not pictured opposite are—

L. W. Downey  
Red Deer Area

Willard Gandy  
Southwestern Alberta

Marshall Nay  
Vermilion

Seymour Trieger  
Second Edmonton District

M. L. Van Vliet  
Camrose

L. L. Wilson  
Grande Prairie-Spirit River and  
North Peace

The above information on conventions is that which was available at the date of printing. There may be some changes before final convention programs are mailed to teachers by convention secretaries.

Provisions governing teachers' conventions are found in the *Revised General Regulations of the Department of Education*. Teachers should note the following items. "Upon receiving the approval of the Minister the officers of any teachers' association may arrange for a convention . . . to be held on school days . . ." The convention secretary shall forward a copy of the program to the Minister and notify the teachers attending. Each teacher attending shall enrol with the secretary on the opening day.

## Evaluation of Years of Teacher Education

*(Continued from Page 9)*

basic year of teacher education based on matriculation, one year of advanced study. Additional university courses provide fractions of the second year. For example, a teacher with one basic year from Saskatchewan who attends the University of Saskatchewan for a second year and takes the regular five-course second year program, on choosing the elementary route would be evaluated for advanced standing at  $1\frac{5}{6}$  years, and on choosing the secondary, at  $1\frac{5}{7}$ .

A special case of confusion with certification can arise. A person now enrolled at the University of Alberta in the bachelor of education program, after two years receives a Standard E (elementary) or a Standard S (secondary) certificate according to choice of program. However, a person who formerly held matriculation and took normal school (evaluated at one year for advanced standing) is allowed to convert former certificates into Standard E and Standard S certificates. Thus the same certificate may require one year or two years of teacher education. This is one clear example of why certificates cannot be used to determine years of teacher education.

The third and fourth years of both elementary and secondary programs in Alberta contain five courses each. After the completion of the second year as indicated above, the evaluation will always be in terms of fifths, according to the number of approved courses earned beyond the second year. One regular two-course summer session beyond a basic two years would give  $2\frac{2}{5}$  years of advanced standing.

The bachelor of education degree is naturally evaluated at four years of teacher education. It requires six

second class standings. Students who present all the courses but lack the six second class standings (and therefore are not eligible for the degree) are evaluated at  $3\frac{4}{5}$  years.

### ■ Teachers with a degree.

Teachers who hold a B.Ed. degree receive an evaluation of four years. If such a teacher now elects to take a bachelor of arts or a bachelor of science after the B.Ed., a variable number of courses are required (usually six to ten) depending on the pattern of arts and science courses in the B.Ed. If the number of courses required is  $x$ , then for each course beyond the B.Ed., the minimum evaluation is  $4\frac{1}{x}$ ,  $4\frac{2}{x}$ , etc., until the B.A. or B.Sc. is earned.

If, however, the arts and science courses such a person takes are senior courses (numbered 300 and above) and if he makes a mark of 65 percent or over, then the evaluation is  $4\frac{1}{4}$ ,  $4\frac{2}{4}$ , etc., up to an evaluation of six years, for every such senior course with at least a second class standing. This evaluation is used, or the one discussed in the preceding paragraph, whichever will give the teacher most advantage.

The holder of a B.A. or B.Sc. who subsequently completes one year of teacher education is evaluated at four years. If the degree is an honors degree, the evaluation is five years. An approved M.A. or M.Sc. degree plus one year of teacher education is evaluated at six years, and an approved M.Ed. based on the B.Ed. or its equivalent is evaluated at six years.

It should be emphasized again that the individual transcript frequently does not fall neatly into any of the categories described. For this reason, each is evaluated individually.

# Membership in your Professional Association

**I**F you are commencing to teach in an Alberta school supported by provincial or municipal taxation and which gives instruction in the courses of study prescribed under the jurisdiction of the Alberta Department of Education, you have become a member of your professional teachers' organization, The Alberta Teachers' Association.

## *History*

Your membership in the Association is spelled out in law in *The Teaching Profession Act* of Alberta. Behind the passing of this Act by our provincial government lies a long and interesting story of the struggle of Alberta teachers to gain recognition as a profession and to band themselves together for the purposes of promoting and advancing the cause of education in the province, raising the status of the teaching profession, promoting and advancing the interests of teachers by providing the best possible working conditions, and arousing public interest in educational affairs.

The story begins in the period of World War I with a meeting of a group of teachers in an Edmonton church during Easter week, 1918. The teaching profession was at an ex-

*Information  
for new ATA  
members*

tremely low ebb. With the exodus of teachers from the profession because of the war and the inflationary economy, thousands of unqualified persons were being given licenses to teach. Security of tenure was unknown, and the individual teacher was at the mercy of the board for which he worked. From this meeting in 1918 emerged a pert infant known as the Alberta Teachers' Alliance, whose pronounced platform caused considerable alarm in official quarters. Among the objectives of the new organization were security of tenure for teachers, full citizenship rights, a code of ethics, a pension scheme, publication of a magazine, and membership of all Alberta teachers in their professional organization.

Through the decade of the twenties the struggle for professional recognition went on, but the Alliance was hampered by inactivity of educational authorities and by the indifference of the government to the problems of teachers. The major gains in this period were a somewhat better form of contract and slight increases in salaries, but the basic issues remained unresolved.

Finally, in 1934, the provincial government moved to pass a teaching profession act. Before doing this, a plebiscite was taken of teachers in the province, voluntary members of the Alliance and all others, as to whether an act was desired by the teacher group. Over 98 percent of Alberta teachers, both members and non-members, voted in favor of a profession bill. When passed, *The Teaching Profession Act* renamed the organization, The Alberta Teachers' Association. The provincial cabinet had split over the question of compulsory membership for teachers in their organization, and both this issue and the establishment of a board of reference to hear appeals in case of dismissals under *The School Act* were defeated in the legislature.

In the provincial election of 1935, a new government under the leadership of Premier William Aberhart was swept

*Alberta teachers themselves requested by an overwhelming majority that membership in the professional organization be compulsory under law.*



into power. In 1936, *The Teaching Profession Act* was amended to provide compulsory membership and *The School Act* was amended to provide more security of tenure for teachers. In 1939, *The Teachers' Superannuation Act* was passed, the first step toward the pension scheme we now have. The privileges you enjoy today as a member of The Alberta Teachers' Association were won for you by the hard work, perseverance and vision of Alberta teachers dedicated to the concept of the creation of a professional teachers' organization. Though much remains to be done, your predecessors built solidly and well.

### *Professional Obligation*

As a teacher you are no doubt aware that your professional relationships with other ATA members, with school boards, and with the general public are subject to the regulation of your Association. These rules of conduct are spelled out in the Code of Ethics of The Alberta Teachers' Association.

This code (which is now undergoing critical re-examination) sets forth fifteen very serious professional responsibilities for you as an ATA member. Most teachers find that observance of article 15 is of special importance in establishing friendly and professional relationships with colleagues. You should note that this article is of vital significance to you with regard to your relationship with the administrators and supervisors in the school system in which you work. Study the code carefully. Its observance on your part is of critical importance.

Along with the professional responsibilities you must undertake as an ATA member, go professional opportunities to serve your fellow-teachers and education in general. You will have the opportunity to serve on the various ATA committees which are set up to work on educational problems

*You have a professional obligation to be an active and constructive member of the professional organization to which you now belong.*

# **The Alberta Teachers' Association**

## **Code of Ethics**

1. The teacher is courteous, just and professional in all relationships.
2. All testimonials and documents presented by a teacher are truthful and confidential.
3. The teacher strives constantly to improve his educational practice.
4. The teacher avoids interfering between other teachers and pupils.
5. Upon each teacher personally and individually rests the responsibility for reporting through proper channels all matters harmful to the welfare of the school.
6. The teacher regards as confidential, and does not divulge other than through official channels, any information of a personal or domestic nature, concerning either pupils or homes, obtained in the course of his professional duties.
7. Official business is transacted only through properly designated officials.
8. Contracts are respected by both parties and dissolved only by mutual consent or according to the terms prescribed by statute.
9. The teacher does not accept a contract with an employer whose relations with the professional organization are unsatisfactory, without first clearing through head office of The Alberta Teachers' Association.
10. Each teacher is an active participant in the work of his professional organization.
11. The teacher adheres to salary schedules negotiated by his professional organization.
12. The teacher who in his professional capacity is a member of a committee, board, or authority, dealing with education matters or with teacher training or certification, must be elected or appointed by The Alberta Teachers' Association.
13. The teacher refrains from knowingly underbidding fellow-applicants for teaching positions, and refuses to apply for, or to accept, a teaching position before such position has become vacant.
14. No teacher accepts compensation for helping another teacher to get a position or a promotion.
15. Unfavorable criticism of an associate is studiously avoided except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.

in the professional field. You will also have the right to run for office in your Association, at the local or provincial level. You will soon find that you are a part of a professional group intensely dedicated to the principles of democratic organization. You will get out of the Association professional rewards that will be proportionate to the effort you put into your Association activities.

### *Services*

Your Association devotes a good deal of its energies to the service of individual members such as yourself. You will automatically receive copies of *The ATA Magazine*, designed to provide you with professional reading, as well as news of the activities of your Association and of your fellow-teachers. You will be entitled to attend and participate in annual conventions at which you can seek solution to the many professional problems you will face as a teacher.

There are available a rapidly expanding series of services in the professional development program of our Association. These include publication of a series of monographs dealing with problems of education and a series on the improvement of instruction which should assist you in the practice of your profession. You may wish to join a specialist council of your choice, designed to give intensive study to problems arising in the various subject fields. A library is maintained at head office from which you may borrow if you wish.

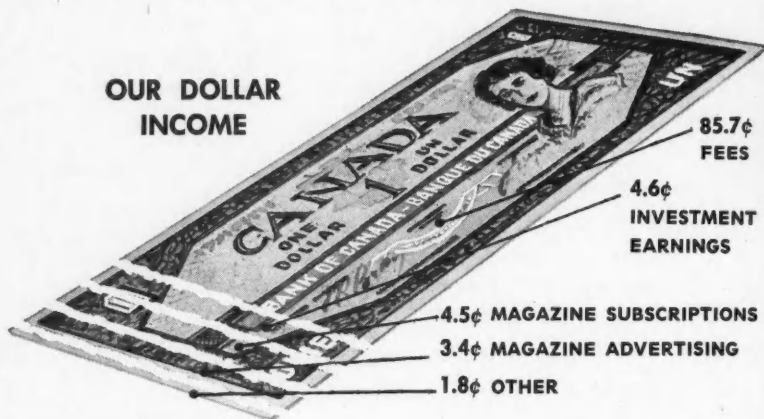
Your Association is concerned with your economic welfare and provides training for you in the field of teacher economics through area briefing schools, regional conferences, salary bulletins, and an economic handbook, as well as services in actual negotiations if your local is unable to resolve problems in this area.

The Association stands behind you with advice and help in any individual difficulties that may arise with your em-

*The Alberta Teachers' Association is dedicated to the principles of democratic organization in the formation of all its policies.*

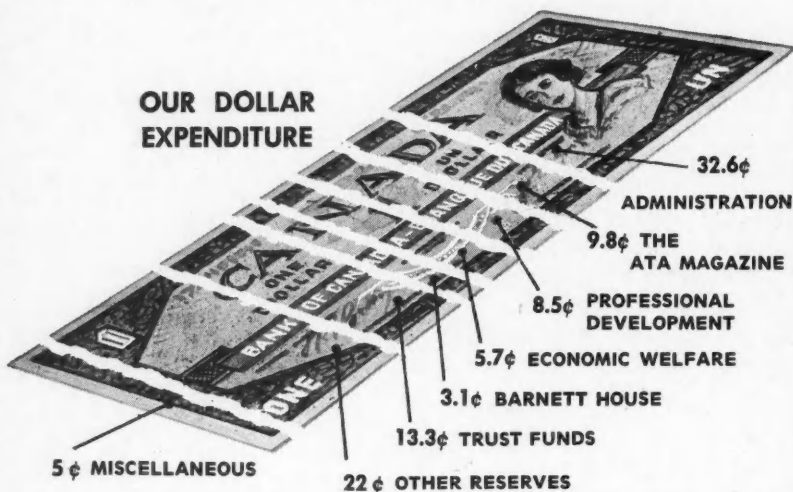
# INCOME AND EXPENDITURE

## OUR DOLLAR INCOME



*The major portion of Association income, 85.7¢ of each dollar, was derived from fees. Less than 5¢ came from any other individual source.*

## OUR DOLLAR EXPENDITURE



*Administration of the Association required 32.6¢ of each income dollar; 13.3¢ placed in trust funds and 22¢ in other reserves went to increase members' equity; 9.8¢ was spent on The ATA Magazine, 8.5¢ on professional development, and 5.7¢ on economic welfare.*

ployer, the school board. Each year, a conference of representatives of local associations is held at Banff to investigate problems within the Association. The Association has its discipline committee with considerable powers designed to maintain professional conduct among members.

These services are outlined fully for you in *The ATA Handbook*, available from head office. This book is an essential item for new members such as yourself. ATA policy in its entirety, as legislated by the parliament of our Association, the Annual General Meeting, is spelled out in *The Alberta Teachers' Association Policy Handbook*, reprinted each year to keep it up to date and available to members on application to head office. All these services and others are provided from the ATA fee which is deducted from your monthly salary cheque.

Your contribution, in the amount of five percent of salary, to the pension scheme provided for your future, will also be deducted from your monthly salary cheque.

#### *One Voice*

The greatest contribution that our Association can make for you lies in its function of acting as the spokesman for over 12,000 Alberta teachers. The policies of The Alberta Teachers' Association are formed through the democratic interaction of all its members. Once these are formulated, our Association speaks with a strong voice in education affairs in this province. This is as it should be. Who knows the strengths and weaknesses of Alberta education better than the teacher in the classroom? Alberta teachers have never permitted their professional organization to be split on a graduate versus undergraduate, high school versus public school, male versus female, or sectarian basis, as has happened in some other provinces. It is vital to the good of Alberta education that we as teachers speak with one voice and that we retain our professional independence through

*Your Association is a service organization for all Alberta teachers. A per dollar breakdown of its 1960 income and expenditure is shown opposite.*

*Professional  
Charge*

control of our own economic destiny, so that we can speak out strongly and freely when good educational practice is threatened in this province.

The following is the professional charge read to all members of the Association on their induction as members—

I hereby declare that I recognize the professional leadership of The Alberta Teachers' Association, pledge my loyalty and support, and agree to be governed by its rules, regulations, and policies. I make these commitments in the knowledge that the professional organization which I am now joining can achieve its objectives only to the extent that I participate in its affairs and government through the democratic processes open to me as an active member.

I will strive to achieve and maintain the highest degree of professional competence, and I will always uphold the honor, dignity, and ethical standards of my profession in order to further the welfare of the pupils entrusted to my care.

Ponder these words carefully. They spell out a very serious pledge by which you, a member of The Alberta Teachers' Association, can work toward realization of the aim set out in our motto — "Magistri Neque Servi"— "Masters, not Servants".

*The true professional gives freely of  
his time and energy to his professional  
organization.*

## The Least Chipmunk

### *(Eutamias Minimus)*

Chipmunks are bright, gay, frolicsome fellows who live their short lives to the full. No one ever saw a chipmunk that wasn't in a hurry—scampering across a roadway with long slender tail waving directly aloft, rushing swiftly along a branch in search of fun or food, or sitting momentarily upon haunches enjoying his brief meal as though every last morsel were the most delicious he had yet discovered.

The least chipmunk is at once the smallest and most widely distributed member of its family in North America. The species abounds from the Yukon to the Great Lakes and from the northern limits of Saskatchewan south to Arizona and New Mexico. They occur at high points in the Rockies as well as in low valleys and have succeeded in adapting themselves to both the hot and arid deserts of the southwestern sections of their range and the cool, moist forests of their northern limits.

In Alberta, the least chipmunk is found almost anywhere where there are trees or brush. They may be recognized by their small size and striped face which is in complete harmony with the beautifully marked sides and back. Incidentally, the striped face will serve to distinguish all chipmunks from the several species of ground squirrels with which they are often confused. The name is undoubtedly derived from their common vocal chipping note which closely resembles the alarm notes of many of our sparrows and warblers. A rapid series of trilling notes

may also be given, particularly when the animal is fleeing from danger.

Chipmunks use their cheek pouches for carrying seeds, nuts, and fruit in order to store them away for use at times when none can be found. I can vividly recall a berry-picking expedition on which the Saskatoon bushes bore more than their characteristic dark, juicy berries. All the least chipmunks in the vicinity, too, had apparently concluded that the time of harvest had arrived and every bush was alive and quaking under the added weight of the busy little harvesters.

In late autumn, chipmunks retire to their underground network of burrows to spend at least part of the long winter in hibernation. There is some reason to believe that they do not sleep so profoundly as the ground squirrels but arouse themselves on occasion to partake of the supplies of food stored earlier. The first warm spring day is sure to bring them forth again in their usual merry manner.

The four to six young are born in a snug nest of grass and feathers in late spring. At this time each youngster is about the size of a shelled peanut and is pink, blind and furless. They develop slowly but by the end of summer are nearly fully grown and able to shift for themselves. Although shy by nature, they may become quite tame near dwellings but there is little use in trying to catch them. They will only dodge away with the speed of light and invite you with a series of mocking 'chips' to try again.

—Cy Hampson

## Does Our Code of Ethics

**A**N Alberta school principal sits in his office. The afternoon classes are over, and the school is quiet and empty save for the janitor doing his work. The telephone jangles. It is the superintendent calling from the school board offices where a board meeting is in progress. He wants a report from the principal on one of the school's staff members whose classroom efficiency is being questioned by the trustees at the board meeting. What should the principal say about this teacher? Can he be critical of her teaching ability to the superintendent? Where does his professional loyalty to his colleague end, and where does his duty to his administrative superior begin?

This example illustrates the need for a code of professional conduct within which both administrators and teachers can operate, secure in the knowledge that they are carrying out effective and proper procedures in their professional relations with their colleagues. At present these relationships are governed by the existing code of ethics which has been in effect for many years. With the growth in the size of the teaching force in Alberta, and with the effects of centralization of schools (which has

thrown teachers into larger and larger teaching units), the effectiveness of the old code in regulating professional relationships has diminished. The need for a more specific and workable set of rules for professional conduct has become evident. As a result, the Executive Council authorized the distribution of an ethics study kit to local associations in 1959 in the hope that constructive suggestions would be brought forward from practising teachers who would take time to give the existing code a critical review. The results of this effort were disappointing, so in October, 1960, the Executive Council set up an Ethics Committee to study the problem. After five meetings held throughout the ensuing months, the committee has produced three documents for further study by the membership at the Banff Conference, at regional conferences, and at the local level. These three documents are a revised Code of Ethics, a set of Standards of Professional Conduct, and a revised induction pledge.

The Ethics Committee, with D. A. Prescott as chairman, Dr. H. C. Melsenness, Michael Skuba, Dr. S. C. T. Clarke, E. J. Ingram, and the writer as members, first made an intensive study of the existing ATA code as well as codes of other teacher and professional organizations. It soon became clear that the present ATA code really contained two types of related items. On the one hand, it attempted to spell out behavior patterns that were quite specific, the

### J. D. McFetridge

Mr. McFetridge, executive assistant, prepared this article for the information of the whole membership at the request of the Executive Council.



## Need Revision?

*All ATA members have a professional responsibility to express their opinions about the proposed revisions to our Code of Ethics.*

violation of which could result in the application of the discipline by-laws to the offender. On the other hand, it contained some generalized statements about proper professional behavior couched in non-specific language, designed to spell out desirable standards of behavior. Continued violation of these standards could logically result in disciplinary action, but in a less clear-cut fashion than the former type.

A good example of the first type of specific injunction is found in clause 15 of our present code. It states,

Unfavorable criticism of an associate is studiously avoided except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.

This clause spells out a clearly definable rule of conduct, deviation from which can be clearly established. Applied to our hypothetical principal at the beginning of this article, it means he would be free to express unfavorable criticism of the teacher in question provided that he had made honest and repeated attempts to point out that teacher's weaknesses to her, and had given every assistance and advice to correct these weaknesses. If no such information, advice, and assistance had been given by the principal, he would be unethical in making unfavorable criticism of the teacher to the superintendent until "after the associate has been informed".

The Ethics Committee struggled with the task of leaving in the code of ethics only the specifics which can arise in professional relationships, violation of which could result in action under the discipline by-laws. These have been reduced to nine items which are proposed as a Code of Ethics. The Executive Council is of the opinion that every one of these nine items is enforceable under the discipline by-laws, and that all are clearly definable as a set of rules of proper professional conduct. They are offered for your study and consideration following this article. The Executive Council urges you to form a study group in your local, to write to head office for ethics study kits, and to examine, together with your colleagues, this important professional matter. Your findings should be reported to the executive secretary for consideration by the Ethics Committee. The Executive Council proposes to bring into the 1962 Annual General Meeting a final revision of the code based upon the work of the committee which will consider carefully all suggestions received from the membership.

The non-specific injunctions found in the present code were either removed, revised or enlarged. A good example of such a non-specific is the first clause in the present code,

The teacher is courteous, just and professional in all relationships.

Such clauses in the present code were put into the document titled Standards

of Professional Conduct, which sets out minimum standards of professional behavior which members are expected to observe. These standards are of such a nature that excessive or flagrant violation of them could lead to a charge of professional misconduct under the discipline by-laws. This document does not attempt to define all items of acceptable conduct, as this would be impossible. It does, however, set out desirable types of conduct for the teacher in his relationships with pupils, the general public, employers, and colleagues, and to his professional Association and to himself in the matter of his professional growth. There are 21 statements relating to professional conduct which the Ethics Committee deemed as relatively important and which the Executive Council approved as a basis for study. Many of them grew from ideas expressed in the present code of ethics, others have been added for your consideration. You will note that they are all expressed affirmatively. The Executive Council invites the comments of individuals and study groups on the proposed standards.

A third area investigated by the Ethics Committee was the ATA Pledge recently introduced as a part of the induction of new members to the Association. Criticism was expressed of this pledge in that the inductee promised loyalty and support to his Association, but was not required to recognize his responsibility to bring about changes in those Association policies with which he cannot agree. Consequently, the pledge has been modified so that the inductee may recognize his professional responsibility to participate in the affairs and government of the Association through the democratic processes open to him as an active member. The wording approved by the Executive Council will be found in the article, "Membership

in your Professional Association", which also appears in this issue.

The existence of a comprehensive, yet brief, code of ethics, and list of standards of professional behavior is of critical importance to every member of the Association. The Executive Council is anxious to effect any revision of the present code on the widest possible basis involving the maximum of member participation. We urge you to write for the ethics study kit and to see that your local or sublocal group studies this very important matter and registers its opinion for consideration by the Ethics Committee, the Executive Council, and the 1962 Annual General Meeting.

## ***Study Guide***

The following questions are posed as a guide to local associations in making their study of the proposed Code of Ethics and Standards of Professional Conduct.

■ Are the Code of Ethics and the Standards of Professional Conduct applicable to all members of the Association?

■ Does the Code of Ethics contain only those items which are clearly enforceable and which we are prepared to enforce?

■ Are there additions to or deletions from the Code of Ethics or Standards of Professional Conduct which are required?

■ Are there items in the code which should be in the standards or items in the standards which should be in the code?

Suggested revisions to the proposed Code of Ethics and Standards of Professional Conduct should be forwarded to Barnett House prior to January 1, 1962.

## Proposed Code of Ethics

The Code of Ethics shall apply to all members, and the term "teacher" as used in this code includes all members of The Alberta Teachers' Association. A complaint of violation of this code made to the Association by any person or group shall be regarded by the Executive Council of the Association as a charge of unprofessional conduct under the By-laws Relating to Discipline of the Association. Excessive or flagrant violation of the Standards of Professional Conduct by any member of the Association may also lead to discipline charges being laid against that member.

1. The teacher studiously avoids unfavorable criticism of an associate except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.
2. No group of teachers nor any teacher purporting to speak on behalf of such group makes representations to the government, its members or officials, or to the officials of the University of Alberta on matters affecting the interests of teachers generally or advocating a change in educational policy without the knowledge and consent of the Executive Council of the Association.
3. The teacher presents all relevant testimonials and documents and makes full and complete disclosure of all relevant matters which affect his engagement or advancement with an employer.
4. The teacher adheres to collective agreements negotiated by his professional organization.
5. The teacher respects and fulfils his contractual obligation until released by mutual consent and according to law.
6. The teacher does not apply for, nor accept, a designated position before such position has become vacant.
7. The teacher does not divulge information received in confidence or in the course of professional duties, except as required by law, or where, in the judgment of the teacher, it is in the best interests of the child.
8. The teacher does not tutor his own pupils for pay.
9. The teacher does not use his professional position for personal profit by offering goods or services to his own pupils or their parents.

## **Proposed Standards of Professional Conduct**

The Standards of Professional Conduct shall apply to all members, and the term "teacher" as used in this statement of standards includes all members of The Alberta Teachers' Association. This statement does not attempt to define all items of acceptable conduct. These items are minimum standards of professional behavior which members are expected to observe. Excessive or flagrant violation of the Standards of Professional Conduct by any member of the Association may lead to a charge of unprofessional conduct under the By-laws Relating to Discipline of the Association.

### **In Relation to Pupils**

1. The teacher speaks and acts towards pupils in a respectful and dignified manner and does not make derogatory or sarcastic remarks about pupils or their homes.
2. The teacher's demands upon pupils take into account their ability and their work load in other courses.
3. The teacher recognizes as a professional responsibility the voluntary supervision of extracurricular activities and noon intermissions.

### **In Relation to the General Public**

4. The teacher does not engage in gainful employment outside of his regular contract where the employment affects adversely his professional status or impairs his standing with students, associates, or community.
5. The teacher does not engage in malicious, destructive or injudicious criticism of education.
6. The teacher conducts himself at all times in such manner as to maintain the prestige of the profession so that no dishonor or disgrace may befall him or his profession through his actions.

### **In Relation to Employers**

7. The teacher does not accept a position with an employer whose relations with the professional organization are unsatisfactory without first clearing through head office of The Alberta Teachers' Association.
8. The teacher intending to terminate his employment with a school authority gives notice of his intention as early as possible.
9. The teacher notifies all boards to which he has sent applications as soon as he has accepted a position.

10. The teacher does not accept without protest assignment of duties nor the existence of working conditions which make it difficult or impossible to render professional service.

#### **In Relation to Colleagues**

11. The teacher does not undermine the confidence of pupils in other teachers.
12. The teacher submits to the Association all disputes arising from professional relationships with colleagues which cannot be resolved by personal discussion at the local level. (The Association may refer the matter to the Professional Relations Commission or to the Discipline Committee.)
13. The teacher obtains prior consent of any other teacher whose pupils he proposes to tutor.
14. The teacher observes a reasonable and proper respect for the authority of school administrators and recognizes the duty to protest through proper channels, administrative policies and practices which he cannot in conscience accept, and further recognizes that, if administration by consent fails, the administrator must adopt a position of authority.
15. The teacher as an administrator respects staff members as individuals and provides continuous opportunities for staff members to express their opinions and bring forth suggestions regarding the administration of the school.

#### **In Relation to the Association**

16. The teacher adheres to Association policy and seeks to change such policy only through the proper channels of the Association.
17. The teacher does not speak for the profession unless he has been appointed to do so by the Association.
18. The teacher serves the Association at the local and provincial levels both voluntarily and upon request.
19. The teacher who has requested the Association to represent him in any dispute honors commitments made on his behalf by the Association.

#### **In Relation to Professional Growth**

20. The teacher strives constantly to attain standards of qualification accepted by the Association.
21. The teacher strives constantly to improve his educational practices through professional development activities.

## DEPARTMENT OF EDUCATION



## Official Bulletin

No. 210

### Special Certificates

OC 1160/61 authorizes an amendment to the *Regulations Governing Certification of Teachers* whereby the issuance of special certificates will be discontinued as of September 1, 1961. Special certificates issued prior to this date will continue in effect and teachers who commenced their training for special certification prior to this date may complete their studies under former regulations.

### The Education of Service Men's Children Act

The Department of Education provides financial assistance to the children of deceased and disabled service men

under the provisions of *The Education of Service Men's Children Act*. Monthly allowances are paid to students enrolled in Grades IX to XII in Alberta high schools, and to students enrolled at an Alberta School of Agriculture or a Provincial Institute of Technology.

Students may be considered eligible for assistance if the death or disability of their parent resulted from service in World War I or II. The receipt of pension or war veterans' allowance may be accepted as proof of disability. Financial need must be indicated.

Application forms may be obtained from: The Secretary of the Board, Education of Service Men's Children Act, Administration Building, Edmonton, Alberta.

---

### Conference of Council on School Administration

The Council on School Administration will hold a one-day conference on elementary education at the Macdonald Hotel in Edmonton on Saturday, October 28 and in Calgary at the Palliser Hotel on Saturday, November 4.

The principal speakers will be Dr. W. H. Worth and Dr. Marion D. Jenkinson of the Faculty of Education, University of Alberta.

Directors of the conferences are, for southern Alberta, Eric R. Coffin, Colonel Walker School, Calgary, and, for northern Alberta, Elmer S. Gish, Capilano School, Edmonton.

At these two meetings school administrators will have an opportunity to examine and discuss some critical problems in elementary education today, as well as modern research in relation to current practices. Further information, together with application forms, will be mailed in September to each member of the council.

The inaugural conference of the Council on School Administration took place on March 25 and a successful one-day summer conference was held on July 21 in Edmonton.



## with a Kodak Pageant 16mm sound projector

**Its voice is so natural. Its picture — perfect. Its operation — simple.**

No matter what the subject, a bright motion picture makes the teaching easier, the lesson more memorable! It's no wonder that audio-visual programming with a Kodak Pageant Projector has become so popular in Canadian schools!

**Brilliant pictures corner to corner.** The Pageant was designed especially for school showings. You get dramatically sharp pictures even in semi-darkness!

**Rich, clear sound to the back of the room.** Every student can hear every word. The sound is so realistic, unmuffled, never disturbed by the Pageant's quiet-running motor.

**Nothing to confuse the teacher or delay the showing.** You can set up and thread a Pageant in minutes . . . easily! So simple, the teacher is left free for other duties.

**Kodak Pageant Projector** >

**CANADIAN KODAK CO., LIMITED**  
Toronto 15, Ontario

**The Pageant never needs a holiday.** It continues to work tirelessly term after term. Upkeep is next to none. Oiling is unnecessary as the Pageant is permanently lubricated.

Let your Kodak Audio-Visual Dealer demonstrate all the extra advantages of a Pageant in your own school now. Prices start as low as \$586 complete.

*Price is suggested list and subject to change without notice.*

**MAIL COUPON TODAY**

Canadian Kodak Co., Limited, Toronto 15, Ont.  
Gentlemen: Please send me full details on Kodak Pageant 16mm Sound Projectors, and name of nearest Kodak Audio-Visual Dealers. No obligation of course.

Name.....  
School.....  
Street.....  
City.....  
Prov.....

**Kodak**  
TRADE-MARK



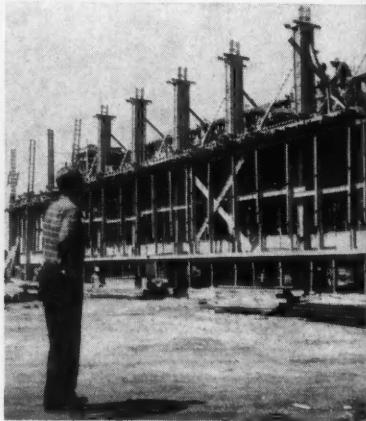
## *Progress Report—New Barnett House*

*June 15*

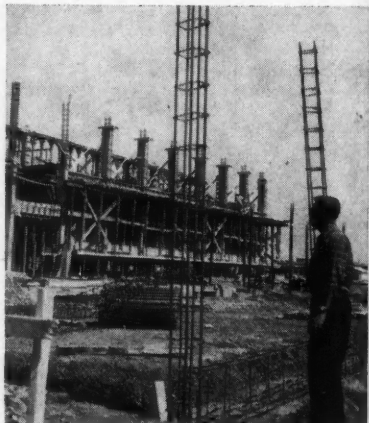


*The Council Chamber structure has begun to rise and work pushes forward above the first floor of the office section.*

*July 15*

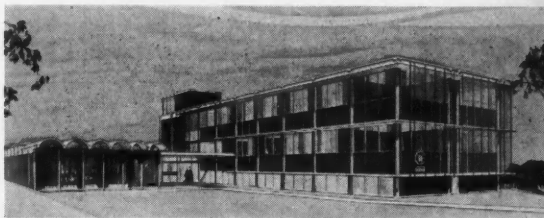


*The chairman of the Barnett House Committee, Art Yates, watches while work progresses on the second floor pillars.*

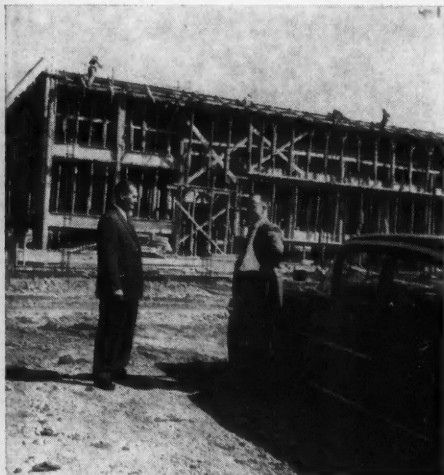




**July 30**

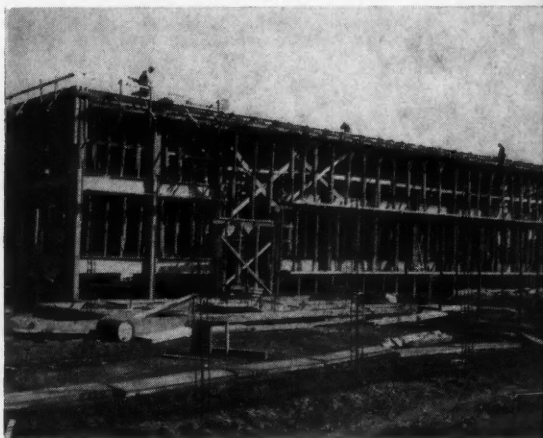


Architect's Sketch  
New Barnett House



*Construction work on the new Barnett House has progressed very well during the summer and the situation looks favorable for occupancy close to the original target date for completion of January 1, 1962.*

*When the Association's two new staff officers, H. A. Doherty and M. T. Sillito, visited the site, they found that work was progressing on the roof forms.*



**September, 1961**

# Old-Fashioned Remedy

Donald R. MacDonald

*Here is an old-fashioned idea presented with such persuasion that it seems almost compelling new. The author is a science and home room teacher in a Grade IX classroom in New York City. The article is reprinted with permission from The Clearing House, for September, 1960.*

**H**AVING problems with discipline? Don't be discouraged! A home visit is an old-fashioned remedy, but like aged whiskey it hasn't lost its punch. The biggest trouble-maker looks a little green around the gills when he opens the door and sees his dear old teacher.

The sight of the expression on the student's face when he opens the door and confronts his teacher is worth a dozen visits. Amazement, consternation, the open-mouthed, breathless look, follow each other across his countenance like a crazy quilt. By the time he has recovered, you are over the threshold with a "Good evening! Is mother home?" Now, after a brief introduction, you are ready to make your presentation to an attentive, concerned, and interested audience.

It is wise to be diplomatic. Condemn the sin but not the sinner. Do not antagonize the parent or the student. The parent is stuck with the child and, by the way, so are you. The student has no audience at home, so he has no compulsion to be a "wise guy". His guard is down at home, so be sure that you do not arouse his baser side.

Sending a letter home to parents in many cases is unfruitful because the student meets the postman making his rounds. In other cases, both parents work or one parent is missing. This imposes a hardship on the parents which they are reluctant to endure. A home visit gives the teacher a longer time to discuss the child's problems with the parent. When the parent sees that the teacher is interested in the child, the parent is encouraged and takes renewed interest.

Some teachers are reluctant to visit parents because the children are fierce and belligerent and the general feeling is "like father, like son". I know that this appears to be an argument against Gregor Mendel's law of heredity, but at this stage in the students' metamorphosis the parents bear no resemblance to their offspring. Every parent I have visited has been friendly, concerned, apologetic, and sincere about his child's conduct and progress. Most parents, due to circumstances, did not complete high school and are fully aware of the importance of a diploma.

Most parents are unaware that their children are acting up in school. Some of my four-star troublemakers sing in church choirs and take an active part in church work. Parents are shocked to hear that Johnny blasphemes under his breath and is belligerent to his classmates.

Every boy or girl, however mischievous, has a goal. Once you know what the child really wants, it is easy to show him how important passing

grades in English, mathematics, science and so on, are, in order to reach this goal. Once a student has a clearly defined goal, discipline problems cease to exist. By showing interest in the student, you will find that the student becomes a little more thoughtful. He may think to himself, "Well, maybe I am important after all."

There is therapeutic value in the home visit for the teacher. Some of our churches make provision for those who wish to discuss their problems with a member of the clergy. These "confessionals" allow people to get rid of pent-up emotions by means of discussion with an interested party. Psychiatrists function much in the same manner as the clergy. When you get exasperated the very next time, please do not shout at the student. Say nothing—just note his name and address and go that night and pour out your heart to the parent.

It will encourage the parent to know that you care and you will return home, not full of tension but with a calmness encompassing you such as you have never known.

I have noticed that the student comes to school the very next day, after a home visit by the teacher, looking a little more serious and sober minded. Many of them come to school with notebooks, pens, and the proper mental attitude for the first time since the beginning of the school year. This condition persists with some students for the remainder of the school year. Once some of the ringleaders see the light and are converted, the rest of the class and the more timid fall right in line.

So, if your teaching assignment causes you to lose sleep and forces you to walk the streets at night, make use of this nervous tension — knock on doors, especially students'.

**HERE IT IS . . .**

**The amazingly different, exciting new medium**

## **REEVES OIL PASTELS**

- clean as crayons
- brilliant as pastels
- blend like oils

**The complete school art medium**

Imagine, a combination of oil and pastel in stick form . . . easy to use, needs no fixative, doesn't dust or smear. Blends like oil paints and gives effective coverage, even with light over dark.



SINCE 1766

**REEVES**

16 APEX ROAD, TORONTO 19



Available in a wide range of vivid colours.

**Reeves Oil Pastels are economical too:**

No. 161 Set of 12 large sticks	.....	.50
No. 162 Set of 16 large sticks	.....	.65
No. 163 Set of 24 large sticks	.....	1.00
No. 165 Set of 48 large sticks	.....	1.95

**SEND FOR TWO FREE SAMPLE STICKS  
TODAY!**

# *Electoral Ballots, 1961*

The Executive Council of The Alberta Teachers' Association requests that, in accordance with By-laws 69, 70, 71, 72, 73, 74, 75, and 76, the following proposed amendments to the General By-laws of The Alberta Teachers' Association be submitted to the members of the local associations in general meeting. Secretaries of local associations will receive electoral ballot forms, which must be signed by the president and secretary, and must be forwarded to head office by registered mail not later than December 1, 1961.

## **Electoral Vote No. 1 of 1961**

### **Present By-law**

6. Notwithstanding anything in these By-laws otherwise contained, in any case in which, in the opinion of the Executive Council, an emergency exists, the Executive Council may levy upon and collect from all members an additional assessment not exceeding \$5.00 per week per member. During the continuance of the emergency and for so long thereafter as the Executive Council deems advisable, the assessment determined upon may continue to be levied and collected. Moneys so collected shall be deemed to be additional membership dues and shall be added to the special emergency fund to be disbursed from time to time in such manner and to such persons as the Executive Council in its uncontrolled discretion may determine.

### **Proposed Amendment**

6. Notwithstanding anything in these By-laws otherwise contained, in any case in which, in the opinion of the Executive Council, an emergency exists, the Executive Council may levy upon and collect from all members, except recipients of money from the special emergency fund, an additional assessment not exceeding \$5.00 per week per member. During the continuance of the emergency and for so long

thereafter as the Executive Council deems advisable, the assessment determined upon may continue to be levied and collected. Moneys so collected shall be deemed to be additional membership dues and shall be added to the special emergency fund to be disbursed from time to time in such manner and to such persons as the Executive Council in its discretion may determine.

### **Explanatory Note**

The Executive Council submits these amendments to By-law 6. It proposes, as promised at the 1961 Annual General Meeting, to remove the word "uncontrolled" and to exclude those members of the Association directly affected by a strike or lock-out from the assessment during the time of such strike or lock-out.

## **Electoral Vote No. 2 of 1961**

### **Present By-law**

6. Notwithstanding anything in these By-laws otherwise contained, in any case in which, in the opinion of the Executive Council, an emergency exists, the Executive Council may levy upon and collect from all members an additional assessment not exceeding \$5.00 per week per member. During the continuance of the emergency and for so long thereafter as the Executive

Council deems advisable, the assessment determined upon may continue to be levied and collected. Moneys so collected shall be deemed to be additional membership dues and shall be added to the special emergency fund to be disbursed from time to time in such manner and to such persons as the Executive Council in its uncontrolled discretion may determine.

#### **Proposed Amendment**

6. Notwithstanding anything in these By-laws otherwise contained in any case in which, in the opinion of the Executive Council an emergency exists the Executive Council may levy upon and collect from all members an additional assessment not exceeding \$2.00 per week, per member, or, on the authority of an Annual General Meeting or Emergent General Meeting, an additional assessment not exceeding \$5.00 per week, per member. During the continuance of the emergency and for so long thereafter as the Executive Council deems advisable, the assessment determined upon may be levied and collected. Moneys so collected, shall be deemed to be additional membership dues and shall be added to the special emergency fund to be disbursed from time to time in such manner and to such persons as the Executive Council in its uncontrolled discretion may determine.

#### **Explanatory Note**

The Executive Council has proposed Electoral Vote No. 1 of 1961 to remove the objections voiced during debate at the 1961 Annual General Meeting on By-law 6 and to clarify the intent. The Executive Council recommends that Electoral Vote No. 2 of 1961 be defeated.

### **Electoral Vote No. 3 of 1961**

#### **Present By-law**

29. Should a vacancy occur on the Executive Council during the year, the remaining members of the Executive Council may appoint a member of the Association to fill such vacancy.

#### **Proposed Amendment**

29. (1) Should a vacancy occur in the office of president or vice-president on the Executive Council during the year, the remaining members of the Executive Council may appoint a member of the Association to fill such vacancy.

(2) Should a vacancy occur in the district representation on the Executive Council during the first eighteen (18) months of the term of a district representative, a by-election shall be held to fill such vacancy for the unexpired term.

(3) The following provisions shall apply to by-elections—

(a) The Executive Council shall set a date for the by-election which shall be held within sixty (60) days of such vacancy unless such vacancy occurs in the months of May, June, July or August in which case the date for the by-election shall be the first Saturday in the November following.

(b) A notice calling for nominations in the by-election shall be mailed to each local concerned not later than forty-two (42) days prior to the date of the by-election.

(c) Nominations and acceptances on the forms prescribed must be received in head office at a time and date set by the Executive Council which time and date shall be not later than twenty-one (21) days prior to the date of the by-election.

## THE ATA NEWS BEAT

### Executive Council meetings

At the Executive Council meeting on June 2 and 3, executive members dealt with a heavy agenda including such matters as relationships between the ATA Curriculum Committee and specialist councils, financial assistance to the specialist councils, a report from the Ethics Committee, revision of the pledge to be used at induction ceremonies, a revision of a model constitution for conventions, a draft of an article on the evaluation of years of teacher education, the engagement of an executive assistant, consideration of electoral ballots for amendments to the by-laws of the Association, and

reports from the ATA Curriculum and Finance Committees, and on economic welfare and the professional development consultant program.

A special meeting of the Executive Council held at Banff on the Thursday afternoon and evening during the ATA Banff Conference dealt with matters relating to debentures for the new Barnett House, a report from the ATA Discipline Committee, electoral ballots, and reports from table officers.

### Summer activities

Following the Executive Council meeting in June, Dr. Clarke was involved with a number of grievances

- 
- (d) Ballots shall be mailed to each member entitled to vote in such by-election not later than fourteen (14) days prior to the date of the by-election.
  - (e) Members entitled to vote in any by-election shall be those in good standing at the beginning of the month in which the notice calling for nominations is mailed. Local secretaries shall on demand submit a duly certified list of members employed as teachers by the school board or boards within the local.
  - (f) By-laws 33, 40, 44, 46, 47, 48, 50, 52, 55, 56, 57, 58, 60, 61, and 62 shall apply *mutatis mutandis* to all by-elections.
  - (g) The president shall declare the successful candidate elected and the person so elected shall assume office forthwith.
  - (4) Should a vacancy occur in the district representation on the Executive Council after the first eighteen (18)

months of the term of a district representative, such vacancy shall be filled at the next regular Association election but the district representative so elected shall, notwithstanding By-law 38, take office immediately following the Annual General Meeting.

### Explanatory Note

The General By-laws of the Association at present make no provision for holding a by-election in case a vacancy occurs on the Executive Council. The by-laws do provide for appointment by the Executive Council. However, during the last few years all vacancies have been filled by by-elections.

The proposed change refers to district representatives only and makes a by-election mandatory, thus taking away the Executive Council's right to fill vacancies by appointment. The Executive Council recommends that this electoral vote be approved.



related to terminations and transfers, cases which appeared to be matters for the Board of Reference, and preparations for the Second Conference on Educational Research in Canada held in Montreal, June 8 - 10. Dr. Clarke took a week of his vacation during June. During July and up to August 14, Dr. Clarke was a visiting professor at the University of Saskatchewan Summer Session. He also attended the annual general meeting of the Canadian Teachers' Federation held in Saskatoon on July 18 to 21. On his return to Edmonton, Dr. Clarke attended a table officers meeting on August 15 and took part in the Specialist Council Seminar and the Banff Conference.

In June, Mr. Seymour attended the Executive Council meeting, the Short Course in School Administration held in Banff, and a meeting of the continuing committee of the Canadian Education Press group held in Toronto. He also had 14 meetings connected with salary disputes, salary claims and grievances, and cases referred to the Board of Reference. Mr. Seymour attended the annual meeting of the Canadian Teachers' Federation in Saskatoon as a member of the Alberta delegation, consisting of J. A. McDonald, president, H. C. McCall, vice-president, A. D. G. Yates, past president, and L. Jean Scott, Edmonton City district representative. During July, Mr. Seymour substituted for Dr. Clarke at a meeting of the newly-struck committee on certification. Preparations for the Economic Seminar, negotiations for the leasing or sale of the present building, grievances, meetings of staff officers and table officers, and preparations for the second annual conference of the Canadian Education Press group, have occupied Mr. Seymour's time during most of August. He attended the Economic Seminar and, during the last week in August,

was guest consultant for the Salary Workshop and Leadership Conference, Nova Scotia Teachers Union, Halifax.

During June, Mr. Eyres attended, in addition to the Executive Council meeting, meetings of the board of directors of the credit union, of the ATA Pension Committee, and of the ATA Curling Committee. During July, he was occupied with investigations in behalf of the ATA Discipline Committee, arrangements for the Banff Conference and for fall conventions, and the usual administrative detail for the office and for the credit union. During August, he attended a two-day meeting of the ATA Discipline Committee and completed arrangements for the ATA Banff Conference.

Mr. Ingram, besides attending the Executive Council meeting in June, attended meetings of the Guidance Council and the Council on School Administration. From June 12 to June 26, he was on vacation. During July, he was a guest consultant at the Leadership Course for School Principals, he acted for the Association on a grievance case, and he addressed a meeting of the Students' Union at the University of Alberta Summer Session in Edmonton. He was busy during the latter part of July and most of August with plans for the Specialist Council Seminar held in Banff, August 17-19, and with arrangements for the public relations course and for the Professional Development Seminar held during the Banff Conference, August 21 - 26. Mr. Ingram has also been completing his report on the public relations pilot project and preparing a monograph on the implementation of recommendations of the Cameron Commission. He assisted with plans for the inaugural conference of the Mathematics Council held in Edmonton, August 16 - 19.

Following the June meeting of the



# Year Books

- MADE
- IN
- CANADA

*Keep Canadians employed. Have your school annual printed in Alberta.*

**COMMERCIAL PRINTERS  
LTD.  
EDMONTON**

## OVER 55 YEARS OF SERVICE TO ALBERTA SCHOOLS

**BOOKS — STATIONERY  
TOYS — OFFICE SUPPLIES**

**Write for our new Catalogues  
for 1961-62**

No. 47 - School Supplies—Books  
No. 47SH - Science Apparatus & Chemicals  
No. 47A - Plays—Make-up Material  
No. 47RG - Teaching Material and Aids

**F. E. OSBORNE LTD.**  
112 - 8th Avenue S.W.,  
Calgary, Alberta  
Est. 1905



### 75,000 ALBERTA STUDENTS ENROLLED

Canada Health, an all-Canadian Accident & Sickness Assurance Company is proud to be the largest single insurer in Alberta covering Students against injury expenses

*Write for full details*



**CANADA  
HEALTH**  
and Accident  
Assurance Corp.  
Waterloo, Ont.

Offices and agents across Canada  
9912 - 109th St., Edmonton, Alta

### Interesting Profitable SPARE TIME WORK FOR TEACHERS

as counsellors for

#### THE CANADIAN SCHOLARSHIP TRUST PLAN

A practical, new plan to provide Canadian children with a university education, sponsored by a non-profit organization known as the C.S.T. Foundation. This plan is administered by leading Canadian educators and business men and is offered to parents through an association with The Eastern Trust Company, one of Canada's most respected financial institutions. Teachers interested in counselling parents on this attractive new plan should write to:

**Mr. B. H. Hewitt,  
Executive Secretary,  
C.S.T. Foundation,  
160 Eglinton Ave., East,  
Toronto, Ontario.**

Executive Council, Mr. McFetridge took his annual vacation. During July, he was occupied with supervisory work in connection with the construction of the new Barnett House and he represented the Association in two grievance cases. During August, Mr. McFetridge completed revisions of the *ATA Economic Handbook*, assisted with preparations for the sixth annual ATA Economic Seminar and for the Specialist Council Seminar, and prepared materials for use in the administration course of the Banff Conference. He attended the Specialist Council Seminar and the Economic Seminar.

Mr. Sillito, one of the two new executive assistants, commenced his duties on July 17. He spent most of his time in July becoming oriented with the detail of his new work and, in addition, took over the direction of organization for the inaugural confer-

ence of the Mathematics Council. Since August 1, he has been gathering information relative to a study of the Hutterite question and has been summarizing data from studies made recently of the teaching force in the province. He attended the first two days of the inaugural conference of the Mathematics Council in Edmonton and the last two days of the Specialist Council Seminar in Banff, as well as the Banff Conference.

Mr. Doherty commenced his duties with the Association on August 1. Since that time, he has been occupied with intensive study of information and materials connected with the economic welfare work of the Association. He attended one conciliation meeting and the Economic Seminar in Banff.



**WHO ELSE WANTS  
A NEW CAR?**

**BUY IT NOW  
WITH A LOW-COST  
LIFE-INSURED**

**SCOTIA  
PLAN  
LOAN**

**THE BANK OF  
NOVA SCOTIA**

# FREE!

Mail coupon for your class  
set of the illustrated  
booklet:

*Read all about it'*

explaining the role of Pulp and  
Paper in Canada's economy.

Information Office: Canadian Pulp & Paper  
Association, 2280 Sun Life Bldg., Montreal  
Please send me a free class set (40 copies) of your  
booklet: "Read All About It"

NAME.....

(Please Print Clearly)

ADDRESS.....

## OUR LIBRARY

Over 100 new volumes have been added to the ATA Library during the summer. These titles will be listed in a supplement to the ATA Library Catalogue, which is being prepared for distribution in November. The ATA Library Catalogue is available upon request to all members of the Association.

### Book Reviews

#### *Reading Instruction in the Secondary School*

Bamman, Henry A., Hogan, Ursula, and Greene, Charles E.; Longmans, Green & Co., Toronto 16, Ontario; pp. 268, \$4.70.

If you don't think that the responsibility for the teaching of reading lies heavily upon each teacher, then you will not find this book too valuable. The authors assert that, because few students ever reach their full reading potential, even in the best of programs, the secondary school has a real task to perform. If you feel that the job of teaching reading is the responsibility of the junior grade teacher, here are two reasons put forward by the authors that suggest upper schools have their unique function: primary children are too immature to acquire the most advanced type of skills, and certain skills must be introduced and mastered in the middle and upper grades at the earliest.

Some pages are used in outlining the details of various types of reading programs: separate subject plan, core program, block program, and reading laboratory. Of interest to administrators and reading coordinators is a chapter dealing with the organization of a reading program. The age-old problem

of arousing staff interest is approached very sensibly and many sound courses of action are proposed.

Other topics dealt with include: interests and preferences in the reading of adolescents, identification of problem areas, basic reading skills, how to study every subject, the social studies, reading in science, in English, in mathematics, in industrial arts, and in other subject areas, and the remedial program. Five appendices are included. These list numerous aids and references for the teacher and administrator.

This book considers all factors which are basic to a sound reading program in the secondary school. Serious-minded administrators wishing to develop an effective approach to this curricular deficiency should add this book to their professional library.

—H. A. W.

#### *How Are We Governed?*

Ricker, John C. and Saywell, John T.; Clarke, Irwin & Co. Ltd., Toronto 10, Ontario; pp. 100, \$1.

Designed to give a description and analysis of Canadian political institutions, this study includes the nature of federalism, the theory and practice of responsible government, political parties, the civil service, and civil and judicial rights. The authors tell how our government works and enquire whether it works as it should and if it could be improved.

Some interesting comparisons are made of the government of Canada with the British and United States governments to indicate the origin of many of our processes as well as to show improvements we have made by taking the most apropos from these democracies. Attention is clearly focussed on deficiencies in our institutions by citing examples of malfunctioning and mal-

practices. Some rather interesting comments are made on both the Senate and the Governors-General.

—A. B. M. H.

### *The Twentieth Century*

Lambert, R. S.; The House of Grant (Canada) Ltd., Toronto 16, Ontario; pp. 420, \$2.90.

This is largely a history of the English-speaking peoples, led by Canada, Britain and the United States, from 1900 to the present. Because the influence of these countries has been so widespread, a great deal of world history is involved. There is no doubt that the author has drawn from a very wide range of references in order to turn out a book of this calibre.

Lambert has divided his work into six units with a summary and a correlating time chart following each unit. There are many maps, illustrations and teaching suggestions. His style of writing provides plenty of details yet does not become wearisome, and for this reason many students would read this book in preference to others. Much material here could be well used in junior as well as senior high school classes.

—A. B. M. H.

### **New Acquisitions for the ATA Library**

#### *Geography in the Twentieth Century*

Taylor, Griffith (editor); Philosophical Library, Inc., New York; pp. 674.

#### *Guide to the Slavonic Languages*

DeBray, R. G. A.; J. M. Dent & Sons, Ltd., New York; pp. 797.

#### *An Introduction to Descriptive Linguistics*

Gleason, H. A. Jr.; Holt, Rinehart and Winston, New York; pp. 389.

## Q & A

### **OUR READERS WRITE**

◆ *My superintendent has told me that my services will not be required this fall because I have not taken courses to give me a teaching certificate. I have a letter of authority and I have taught in this district for seven years. Can the superintendent dismiss me without any appeal?*

If you held an interim or a permanent teaching certificate, you would have the usual recourse to a Board of Reference if the school board gave you notice of termination on or before June 15. In your case, however, a letter of authority expires annually on June 30, and unless the superintendent requests a further extension of your letter of authority to teach in the district, you do not hold a valid certificate and no contract between the board and you is enforceable.

While we do not have any knowledge of the details of your case, it would appear that you have had some six extensions of your original letter of authority. This could mean that you have done nothing to remove the deficiencies in your matriculation standing or professional preparation during the period, and the superintendent may now feel that he should employ a person with better qualifications in the teaching position which you have held.

◆ *How many teachers' organizations are there in Ontario?*

Six: the Federation of Women Teachers' Associations of Ontario, the Ontario Public School Men Teachers' Federation, the Ontario Secondary

School Teachers' Federation, the Ontario English Catholic Teachers' Association, l'Association de l'Enseignement français de l'Ontario, and the Ontario Teachers' Federation.

◆ *Our new principal has insisted that each member of the staff sponsor at least one extracurricular activity during the school year. A few of us don't think that he has the right to make such an order. Are we right or is he?*

He does not have the right either to choose the extracurricular activities sponsored in the school or to compel a teacher to supervise extracurricular activities, except that Section 13(b) of the Revised General Regulations of the Department of Education provides that the principal and staff are responsible for the organization of suitable extracurricular activities and for the direction and supervision of the classroom and playground activities of pupils throughout the school day.

It is clear that this regulation assumes that the selection of extracurricular

activities is a matter for principal and staff, not one or the other. It is also clear that teachers and the principal are jointly responsible for direction and supervision of these activities during school hours and, consequently, a principal has the right to expect that members of his staff will share such responsibilities.

Extracurricular duties requiring time outside school hours are, however, quite a different matter. Such duties cannot be required of a teacher and should be undertaken voluntarily and, even then, only if the activity has been approved by the school board and the staff.

There is not much doubt in the minds of many teachers that the whole business of extracurricular activities ought to be examined carefully, because the demands on the time and energy of students and teachers can easily become excessive, and the very nature of some of these activities raises serious question about their educational contribution.

◆ *I have been granted leave of absence during the 1961-62 school year and will need to get a job for this time to earn my living. Can the school board dismiss me if I accept a job as a salesman or clerk?*

We can't answer your question unless we know whether the school board in granting you leave of absence attached as a condition that you do not accept gainful employment during the period of the leave. Normally, a leave of absence is granted for study, for health, for travel, or for other reasons acceptable to the board. If your leave has been granted for health or for other reasons excluding study and travel, you would not prejudice your status by accepting a sales or clerical position.

**FIELD, HYNDMAN, FIELD,  
OWEN, BLAKEY & BODNER**

Barristers and Solicitors

Solicitors for

The Alberta Teachers' Association

516 McLeod Building Telephone GA 4-8061  
Edmonton, Alberta

**J. J. BUTCHART & ASSOCIATES**

OPTOMETRISTS

Edmonton, Alberta

Woodward Stores Ltd., Phone GA 4-9151  
Westmount Sheppers' Park, Phone GL 5-2868

J. Butchart, G. O. Haugh, E. A. Soderman  
Joyce Lampard

**SAY YOU SAW IT IN THE ATA  
MAGAZINE!**

## THE SECRETARY REPORTS

### Educational Research

Education is partly a science and partly an art. There is considerable scientific knowledge about growth and development of children, about how they learn, and about the pacing of learning experiences. There is sufficient knowledge of individual differences to indicate that the way one child learns may not be the best way for another child. It is known that there are many patterns of good teaching and that one will fit a particular teacher more comfortably than will another. In addition to differences in ways of learning and of teaching, classroom groups, community expectations and the objectives of education differ slightly but significantly. Adapting instruction to these many complexities is the art of teaching.

Educational research increases the proportion of education which is scientific. Basic research in the matters mentioned above is best done in the universities. At times, the search for truth appears to lead one far from any possible application. It is time-consuming, painstaking and expensive.

The application of new procedures to the classroom is an area of research in which teachers are directly involved. The latest development of this kind is programmed learning, sometimes called "teaching machines". It is gratifying to know that the Canadian Teachers' Federation is sponsoring a three-day seminar on this topic in November. As a teachers' organization, we should be fully informed on the possibilities of programmed learning. Perhaps we should be sponsoring trial research in this area, in conjunction with other teachers' organizations.

Educational research, at a different level, provides information on which decisions can be based. The Alberta Teachers' Association is doing research of this kind. We employ a summer research assistant to analyze and report on research studies. One example of work in progress is an evaluation of teacher education by teachers in the field. Be-

ginning teachers and those with five years of experience, with two and with four years of teacher education taken during certain years, were asked to evaluate their preparation for teaching. A second example of our own research is a study (conducted jointly with the Alberta School Trustees' Association) of dates of termination of employment. This will provide information on a difficult decision: should the dates of resignation and termination remain as they are at June 15 and July 15?

A third example of our own research concerns the views of high school teachers and principals on accreditation and what it might involve. It has been found that they generally favor accreditation but disagree on the details. One minor study, in cooperation with Dr. D. B. Black of the Faculty of Education in Edmonton, was on the importance and the desirability of various positions in Alberta education. Deans and deputy ministers rank high. Executive secretaries rank low!

Decisions about teacher education, dates of termination of contracts, and accreditation should be better when based on the information our research provides.

One last kind of educational research is open to every teacher. This is action research. It is best done by small groups such as school staffs or sublocals. It applies the methods of research to the solution of every day classroom problems. Will pupils spell better if ten minutes a day is devoted to drill, to dictionary exercises, to each student's developing his own list of spelling errors, or ? — (you name it). What is the best method to use to develop this ability?— (you name it). Action research puts the scientific method to work in the classroom.

Progress in education lies in increasing the portion which is scientific. Educational research is the means to this end.

*S. C. T. Clarke*



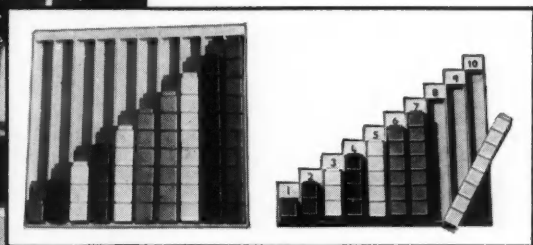
clothes racks chalkboards cork tackb  
oard chalkboard erasers maps geo  
graphical globes as  
equipment playground  
dispensers window  
plies scissors per  
paste spirit duplica  
ks crayons art  
nnel boards ar  
reading aids mo  
school or office  
storage dollies  
bulletin boards  
ning shades film  
projection screen  
ming boards s  
is pens ink  
g instruments  
rulers mucilage  
cellulose tape c  
supplies pap  
tempera paint  
social studies  
aids picture  
educational  
ries micros  
ents mold  
oard resurf  
tacks gy  
anatomical  
aper tow  
per cups  
is ladders



# unifix

## Interlocking Plastic Cubes Help Give Meaning To Numbers

Here is a new and interesting method of introducing young students to the magic world of numbers. Unifix Interlocking Plastic Cubes are durable and attractive, cleverly solve many of the early difficulties encountered by children.



Unifix Cubes come in red, light blue, dark blue, green, yellow, orange, maroon, white, brown and black. They are smoothly pleasant to the touch, and turn learning into play. With them the four-rules can be clearly demonstrated and readily worked out by the child.

Unifix Interlocking Plastic Cubes bring an exciting and valuable teaching tool to the classroom. Write for brochure describing the many types available.



## MOYER VICO LTD.

"Serving education and industry since 1884"

MONCTON • MONTREAL • TORONTO • WINNIPEG • SASKATOON • EDMONTON

teaching aids  
plies desks for  
e folding stage  
urniture easels  
arke  
ctors  
trim  
pencil  
blackboard drawin  
g instruments mathematical instruments  
rulers mucilage duplicating supplies c



## In Schools across Canada...



### **IBM**\* electric typewriters are making...

The IBM Electric has become the *teaching typewriter*. Trustees who have authorized IBM Electric Typewriters for their schools are more than pleased with IBM performance and the low per student cost. Students get the best possible typing training and are better prepared for the job ahead.

Teachers, too, appreciate IBM Electrics. Teaching is easier and more rewarding. Students look forward to typing classes when they use an IBM and with electricity doing the mechanical part of typing, students learn faster and do more perfect work.

If you have not yet switched to IBM Electrics in your school, let us tell you now about the many advantages of an IBM installation and about the substantial saving made possible through IBM educational discount.

trustees happier  
teaching easier  
learning faster

INTERNATIONAL BUSINESS MACHINES COMPANY LIMITED,  
Don Mills (Toronto), Ontario. Branches in principal cities.

\*T.M. REG.

